




# **Boston College Bulletin 1978-79**

University General Catalog 1978-79 March, 1978





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# Boston College Bulletin



## University General Catalog 1978-79

## Boston College, Chestnut Hill, Massachusetts 02167

Boston College Bulletin

Volume L, Number 2, March 1978

The Boston College Bulletin contains current information regarding the University calendar, admissions, degree requirements, fees, regulations and course offerings. It is not intended to be and should not be relied upon as a statement of the University's contractual undertakings.

Boston College reserves the right in its sole judgment to make changes of any nature in its program, calendar or academic schedule whenever it is deemed necessary or desirable, including changes in course content, the rescheduling of classes with or without extending the academic term, cancelling of scheduled classes and other academic activities, and requiring or affording alternatives for scheduled classes or other academic activities, in any such case giving such notice thereof as is reasonably practicable under the circumstances.

The Boston College Bulletin is published four times a year in February; March; September; October.

Boston College is committed to providing equal opportunity in education and in employment regardless of race,

sex, marital or parental status, religion, age, national origin or physical/mental handicap. As an employer, Boston College is in compliance with the various laws and regulations requiring equal opportunity and affirmative action in employment, such as Title VII of the Civil Rights Act and Federal Executive Order #11246. Boston College's policy of equal educational opportunity is in compliance with the guidelines and requirements of Title VI of the Civil Rights Act, Title IX of the Higher Education Amendments Act of 1972, and Section 504 of the Rehabilitation Act of 1973.

The Registrar's Office wishes to thank *Sub Turri* for permission to use their pictures throughout this publication.

The *Boston College Bulletin* is edited by: Pat Brown, Martha Carrigan, Louise Lonabocker and Jane Manning.

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# Table of Contents

## BOSTON COLLEGE

The University .....	5
Accreditation .....	5
The Libraries .....	5
Campus Location .....	5
Equal Opportunities in Education .....	6
Confidentiality of Student Records .....	6
Tuition and Fees .....	6
Withdrawals and Refunds .....	7
Financial Aid .....	7
Student Services .....	9

## UNDERGRADUATE EDUCATION

Admissions Information .....	13
Academic Regulations .....	14
Special Study Programs .....	15
Programs for Women .....	16

## College of Arts and Sciences

Academic Regulations .....	16
Special Academic Programs .....	19
Senior Awards and Honors .....	20
Areas of Major Study .....	20
Art History or Studio Art .....	20
Biology .....	21
Chemistry .....	21
Classical Studies .....	21
Economics .....	21
English .....	22
Geology or Geophysics .....	22
Germanic Studies .....	22
History .....	23
Independent Major .....	23
Linguistics .....	23
Mathematics .....	23
Philosophy .....	24
Physics .....	24
Political Science .....	24
Psychology .....	24
Romance Languages and Literatures .....	25
Russian .....	25
Slavic Studies .....	25
Sociology .....	26
Speech Communication and Theatre .....	26
Theology .....	26
Special Programs .....	27

## School of Education

Academic Regulations .....	29
Senior Awards and Honors .....	31
Majors in Education .....	
Elementary Education .....	31
Elementary Education — Special Education .....	32
Specializations With Elementary Major ... ..	32
Special Education — Noncertification .....	34
Secondary Education .....	34
Minor in Secondary Education for Students in Arts and Sciences .....	34

## School of Management

Objectives of the School of Management .....	35
Requirements for the Degree .....	35
Academic Regulations .....	36
Special Academic Programs .....	36
Senior Awards and Honors .....	37
Fields of Concentration .....	
Accounting .....	37
Computer Sciences .....	38
Economics .....	38
Finance .....	38
General Management .....	40
Marketing .....	41
Operations Management .....	41

## School of Nursing

Philosophy and Objectives .....	42
Requirements for the Degree .....	43
Curriculum Plan .....	43
Registered Nurse Candidates .....	43
Academic Regulations .....	44
Special Academic Programs .....	44
General Information .....	44

## Evening College of Arts and Sciences and Business Administration

Day Courses .....	47
Programs of Study .....	47



## GRADUATE EDUCATION

### Graduate School of Arts and Sciences

Master's Programs .....	49
Doctor's Programs .....	50
Admission .....	51
Academic Regulations .....	53
Graduation .....	54
Financial Aid .....	54
Graduate Programs	
Biology .....	55
Chemistry .....	55
Classical Studies .....	55
Economics .....	56
Education .....	56
English .....	65
Geology and Geophysics .....	68
History .....	69
Mathematics .....	71
Mathematics Institute .....	72
Nursing .....	72
Philosophy .....	73
Physics .....	73
Political Science .....	75
Psychology .....	75
Romance Languages and Literatures .....	76
Slavic and Eastern Languages .....	79
Sociology .....	79
Theology .....	79
Institute for the Study of Religious Education .....	80
Center for East Europe, Russia & Asia ..	81

### School of Management

The M.B.A. Program .....	82
Some Features of the Program .....	85
Admission to the M.B.A. Program .....	86
General Information .....	87

### Graduate School of Social Work .....

89

### Law School .....

90

### Summer Session .....

91

### Weston Observatory .....

91

## ADMINISTRATION AND FACULTY .....

95

## DESCRIPTION OF COURSES

American Studies .....	111
Biology .....	111
Black Studies .....	114
Chemistry .....	114
Classical Studies .....	117
Economics .....	118
Education .....	121
English .....	139
Fine Arts .....	145
Geology and Geophysics .....	148
Germanic Studies .....	152
History .....	152
Management: Accounting .....	159
Management: Organization Studies .....	160
Management: Computer Sciences .....	162
Management: Administrative Sciences	
Administrative Policy Program .....	164
Environmental Analysis Program .....	165
Management: Finance .....	166
Management: Administrative Sciences	
Operations Management Program .....	168
Management: Honors Program .....	169
Management: Information Systems .....	170
Management: Law .....	170
Management: Marketing .....	170
Management: International	
Management .....	173
Mathematics .....	173
Mathematics Institute .....	176
Music .....	176
Nursing .....	177
Philosophy .....	181
Physics .....	190
Political Science .....	194
Psychology .....	200
Romance Languages and Literatures .....	204
Speech Communication and Theatre .....	209
Slavic and Eastern Languages .....	214
Sociology .....	215
Theology .....	220
Campus Map .....	228
Directory and Office Locations .....	229
Academic Calendar 1978-79 .....	230



# Boston College





## The University

Having been granted its charter in 1863 by the Commonwealth of Massachusetts, Boston College is one of the oldest Jesuit-founded universities in the United States.

During its first fifty years the college was located in the City of Boston. Shortly before World War I, property was acquired in Chestnut Hill and the college was relocated to this suburban community six miles west of Boston.

During the more than fifty years since its relocation the growth of Boston College into today's University was particularly evident during the 1920's. The Summer Session, the Graduate School of Arts and Sciences, the Law School, and the Evening College were added in rapid succession to the original College of Arts and Sciences. In 1927, the College of Liberal Arts at Lenox and the Schools of Philosophy and Theology at Weston were established as academic units of the University. The Graduate School of Social Work was established in 1936, and the College of Business Administration in 1938. The latter, and its Graduate School which was established in 1957, is now known as the School of Management. The Schools of Nursing and Education were founded, respectively, in 1947 and 1952.

## Accreditation of the University

Boston College is a member of, or accredited by, the following educational institutions: The American Association of Colleges for Teacher Education, the American Association of Collegiate Schools of Business, the American Association of Theological Schools, the American Association of University Women, the American Bar Association, the American Chemical Society, the American Council on Education, the Association of American Colleges, the Association of American Law Schools, the Association of University Evening Colleges, the Association of Urban Universities, the Board of Regents of the University of New York, the College Entrance Examination Board, the Council of Graduate Schools, the Council on Social Work Education, the Jesuit Educational Association, the International Association of Universities, the International Association of Catholic Universities, the National Catholic Education Association, the National Commission on Accrediting, the National League for Nursing, the New England Association of Schools and Colleges, Phi Beta Kappa, and other similar organizations.

## The Libraries

The Boston College Libraries offer a wealth of resources and services to support the teaching and research activities of the university. The book collections are approaching a total of one million volumes, and approximately 5,000 periodical titles are currently received.

Membership in two academic consortia, the Boston Library Consortium and the Boston Theological Institute, adds still greater dimensions to the resources of the Boston College Libraries, providing Boston College faculty and graduate students access to the millions of volumes and other services of the member institutions.

Through membership in the New England Library Information Network (NELINET), there is on-line access to publishing, cataloging and interlibrary loan location from the data bank of the Ohio College Library Center (OCLC), which contains over three million records from the Library of Congress and the more than 1000 contributing institutions.

A recent and growing development has been the provi-

sion of customized computer searching of a wide range of data bases in the humanities and social sciences, science, and business.

Information on use of the libraries is contained in the *Boston College Libraries Handbook* and other leaflets and pamphlets available in the libraries.

**Bapst**, the main library for the university, has over 600,000 volumes, mainly in the humanities and social sciences. It contains also the largest part of the materials received as the depository for federal documents.

**The School of Nursing Library**, one of the outstanding nursing libraries in the country, contains a collection of approximately 30,000 volumes, almost 600 periodical titles, pamphlets, doctoral dissertations, microforms, and audio-visual materials. MEDLINE, the computer-based literature retrieval service for health sciences is available.

**The Science Library** serving the departments of biology, chemistry, geology and geophysics, mathematics, and physics, has holdings of more than 54,000 volumes with large holdings in periodicals and scientific indexes. A specialized collection of nearly 10,000 volumes and 60 periodicals on Earth Sciences is located in the Geophysics Library at Weston Observatory.

**The School of Social Work Library** contains a collection of approximately 20,000 bound volumes and over 200 periodical titles, pamphlets and student theses. Materials cover the areas of professional social work, case work, social and health planning, child and family welfare, human behavior, and community organization and research. Government and voluntary agency publications comprise much of the pamphlet collection.

**The School of Management Library** has special subject strengths in banking, economics, investment, marketing, and management. The over 62,221 volumes include trade directories, investment manuals and services, government publications, and 863 business periodicals. There is also a large collection of corporate annual reports and census files.

**The Law School Library**, located on the Newton Campus, is a well-rounded collection of legal and related materials in excess of 120,000 volumes. The collection is basically Anglo-American in character but has substantial and growing collections of international, comparative and foreign law materials.

**The Resource Center**, presently sharing the library facility at the Newton Campus with the Law School Library, has holdings of approximately 30,000 volumes, strong in the fine arts, plus an extensive record collection.

## The Campus

Located on the border between the city of Boston and the suburb of Newton, Boston College derives benefits from its proximity to a large metropolitan city and its setting in a residential suburb. Often cited as a model of university planning, the campus is spread over more than 200 acres of tree-covered Chestnut Hill. Yet it is just a few miles from culturally and socially rich Boston.

The Chestnut Hill campus is tri-level. Dormitories are on the upper campus; classroom, laboratory, administrative and student service facilities are on the middle campus; and the lower campus includes modular and apartment residences as well as recreational and parking facilities.

The Newton campus is a 40-acre tract located one and one-half miles from the Chestnut Hill campus. It also contains classrooms, dormitories, athletic areas and student service facilities.



## Equal Opportunity in Education

Boston College is an academic community whose doors are open to all students without regard to race, religion, age, sex, marital or parental status, national origin, or handicap. Opportunities and experiences are offered to all students on an equal basis and in such a way as to recognize and appreciate their individual and cultural differences. This policy of equal opportunity and non-discrimination in education underlies all of the graduate and undergraduate programs and services of the University, including admissions, financial aid, housing, access to all course offerings, extra-curricular programs and activities, athletics, counseling and testing, health services and all other student services. The University's Office of Affirmative Action coordinates the implementation of this policy and is available as a resource to all students as well as faculty and staff.

## Confidentiality of Student Records

Specific items of information dealing with individual students are continually recorded and held on file as part of the normal functioning of the University. Such information is necessary in support of educational programs, and serves the interests of those who participate in such programs — students, faculty and staff. Certain records such as employment, financial and accounting are maintained by the University to comply with existing State and Federal regulations. The University recognizes that the use of any information maintained in the record of a current or former student must consider and respect the privacy rights of that student. In addition, the Family Educational Rights and Privacy Act of 1974 (The "Buckley Amendment") requires that students be informed of the educational records maintained by the University, that the University make every effort to assure that its records are accurate, and that students have an opportunity to have inaccurate, misleading, or otherwise inappropriate data corrected or deleted from their records.

Students may withhold the release of all personal information by completing a form in the Registrar's Office at the beginning of each semester. Completion of this form assures that this information will not be released to anyone under any circumstances.

Boston College policy with respect to access to official records of the University complies fully with the Family Educational Rights and Privacy Act of 1974. Students or others seeking more definitive information regarding their specific rights and the responsibilities of the University will find copies of the Family Educational Rights and Privacy Act of 1974, and the Rules and Regulations for compliance with the act on file in the University Library or in the Office of University Policies and Procedures in More Hall.

## Undergraduate Tuition and Fees

First semester tuition and fees are due by August 16, 1978.

Tuition first semester \$1,822.50

Second semester tuition and fees are due by December 15, 1978.

Tuition second semester — \$1,822.50

There is a \$100.00 processing fee for payments received for first semester after September 29, 1978 and for second semester after February 9, 1979. There will be no late Registration or Confirmation of Registration accepted after September 29, 1978 for first semester and February 9, 1979 for second semester.

Payment should be made by check or postal money order and mailed to the Controller's Office. Scholarship holders are not exempt from payment of registration, acceptance deposits, insurance and fees at the time prescribed.

## Undergraduate General Fees

Application Fee (not refundable) .....	\$ 20.00
Acceptance Deposit. Applicable to the last semester tuition. If a student does not enter in the year for which the fee is paid or does not formally withdraw before July 1 for first semester, or December 1 for second semester, the fee is forfeited. This deposit is not refundable to any student who has not completed at least one semester.....	100.00
Registration for new students (not refundable)	10.00
Late Registration .....	10.00
Late Confirmation of Registration .....	25.00
Tuition — payable semi-annually.....	3645.00
Health Fee .....	70.00
Identification Card.....	3.00
Recreation Fee — payable annually .....	32.00

## Undergraduate Special Fees

Absentee Examination .....	\$ 10.00
Biology Laboratory — per semester.....	50.00
Certificates, Transcripts .....	1.00
Chemistry Laboratory — per semester.....	50.00
Computer Course Laboratory — per semester	50.00
Extra Course — per semester hour credit.....	120.00
Geology Laboratory — per semester.....	50.00
Graduation .....	10.00
Language Laboratory — per semester .....	5.00
Nursing Malpractice Fee .....	10.00
Physics Laboratory — per semester.....	50.00
Psychology Laboratory — per semester.....	50.00
Special Students — per semester hour credit .	120.00
Undergraduate Government Fee .....	24.00

## Resident Student Expenses

Board per semester .....	437.50*
Room and Mail Service Fee per semester varies from \$475.00 - \$600.00 depending on room (see Residence Accommoda- tions) .....	varies
Room Guarantee Deposit.....	100.00
Health Fee .....	70.00

\*Does not include 6% Massachusetts Meal Tax

## Graduate Tuition and Fees

All tuition and fees are due in full at the time of registration in the Graduate School of Arts and Sciences and in the School of Management. The tuition in the Graduate School of Social Work and in the Law School is due semi-annually by August 16, 1978 and by December 15, 1978; there is a \$100.00 processing fee for payments received for first semester after September 29, 1978 and for second semester after February 9, 1979.

No late Registration accepted after September 29, 1978 for first semester and February 9, 1979 for second semester.

## Graduate School of Arts and Sciences\*\*

Tuition per semester hour .....	\$ 113.00
Auditor's tuition per semester hour.....	56.50



**School of Management, Graduate Division\*\***

Tuition per semester hour .....	113.00
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**Graduate School of Social Work\*\***

Tuition.....	3645.00
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**Law School\*\***

Tuition.....	3810.00
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Tuition per semester hour .....	130.00
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\*\*Students cross-registering in graduate programs pay tuition rates of the school in which they are registered.

**Graduate General Fees**

Activity fee — per semester — full-time (7 Credits or more per semester) .....	5.00
Part-time (less than 7 credits per semester) .....	2.50
Application fee (non refundable) Grad A&S, .....	20.00
Grad SOM.....	15.00
Social Work .....	20.00
Law School .....	30.00
Binding fee for Master's thesis (per copy) .....	4.50
Certificates, Transcripts .....	1.00
Doctoral Comprehensive Fee .....	5.00
Continuation fee for Cand. Ph.D. or D.Ed. per semester.....	113.00
Continuation fee for Master's Thesis Direction per semester .....	113.00
Copyright fee (optional) .....	20.00
Graduation fee — Master's degree or certificate .....	20.00
Doctors degree.....	25.00
Laboratory fee — per semester .....	50.00
Late Confirmation of Registration .....	25.00
Late Registration .....	20.00
Microfilm and binding fee for doctoral thesis .....	35.00
Nursing Preceptor fee .....	
Second Term (Nu756, 758).....	300.00
Third Term (Nu759, 761).....	500.00
Registration fee per semester (not refundable) .....	5.00
Student Identification Card.....	3.00

The Trustees of Boston College reserve the right to change the tuition rates and to make additional charges within the University whenever such action is deemed necessary.

**Withdrawals and Refunds**

Fees are not refundable.

Undergraduate and graduate tuition is cancelled subject to the following conditions:

- 1) Notice of withdrawal must be made in writing to:  
University Registrar  
Boston College  
Lyons 101  
Chestnut Hill, Massachusetts 02167
- 2) The date of receipt of written notice of withdrawal by the University Registrar determines the amount of tuition cancelled:  
within 2 weeks of first classes\* 80% of tuition charged is cancelled  
within 3 weeks of first classes\* 60% of tuition charged is cancelled  
within 4 weeks of first classes\* 40% of tuition charged is cancelled  
within 5 weeks of first classes\* 20% of tuition charged is cancelled

No cancellations are made after the 5th week of classes.

If a student does not wish to leave any resulting credit balance in his or her account for subsequent use, he or she should request the Controller's Office in writing to issue a rebate.

\*Any portion of a week constitutes charges for a full week.

**Financial Aid**

Boston College administers a variety of assistance programs to help students finance their education when their own and their families' resources are inadequate for this purpose. It is a fundamental principle of financial aid, however, that the student's first resource must be his or her own earning capacity, followed by the income and assets of his or her immediate family.

To enable the college to make a proper judgment as to the amount and kind of assistance for which a student is eligible, a copy of the tax return and a Financial Aid Form (FAF) must be filed along with the Boston College Financial Aid Application.

Financial Aid Forms (FAF), tax returns, and B.C. financial aid applications must be filed each year whether or not the student has filed previously. If the recipient has been informed in writing that the assistance would be renewed automatically according to the conditions stated in the Award Letter, he or she must still file at least the application, and if an increase in aid is requested, the tax return and Financial Aid Form must also be filed.

The College's estimate of a student's need is based on an analysis of information supplied on the Financial Aid Form and tax return. Frequently, various forms of assistance must be combined to meet the student's need. In the event that an applicant receives other assistance after aid has been awarded, the college may be required to adjust the total amount of aid accordingly. All financial aid resources are limited, and it is our intent to use these resources in such a way that the greatest number will benefit. Students are expected to report outside awards which they obtain.

Students are required to save \$600-\$800 from summer earnings each year. We also expect all undergraduates who are Massachusetts residents to file for a Massachusetts State Scholarship. Students from other states which have a State Scholarship Program are also expected to apply. Undergraduate students applying for federal aid of any kind are required to apply for a Basic Opportunity Grant before their application for other types of federal aid will be considered. Graduate students are expected to apply for a Guaranteed Loan through their bank as the first element in their financial aid package.

Most financial aid available at Boston College (whether institutional, federal or state) is awarded primarily on the basis of financial need, possibly combined with academic performance or potential or some other skill. Need is determined by using the forms indicated above and is re-examined annually. Students with the greatest need are generally given preference for most financial aid programs and thus tend to receive larger financial aid packages.

All financial aid recipients must be in academic good standing and must be maintaining satisfactory progress in their course of study.

Satisfactory academic progress and academic good standing is defined by the dean of each school at B. C. Students should check with their respective deans for this definition. If a student is not maintaining satisfactory academic progress and is not in academic good standing, the student should consult with his or her dean to determine what steps must be taken to reestablish his or her status and, thus, eligibility to receive financial aid.

Specific information on the various programs, the conditions and procedures governing financial aid awards, and the various financial aid deadline dates, can be found in the chapter entitled "Policies and Procedures" of the Boston College Student Guide, or in the Boston College Financial Aid Application, the Boston College Financial Aid Award Letter, the Financial Aid Brochure, and the Financial Aid



Dates and Deadlines Letter. Students are expected to be familiar with the contents of these sources as well as the other materials or documents which may be distributed by the Boston College Financial Aid Office.

Every student who receives funds through one or more of the five federal student aid programs must complete the affidavit on the B. C. application form stating that all funds received through these programs will be used solely for educationally related purposes.

The following types of aid are available individually or in combination:

### **Boston College Scholarships/Grants (Undergraduates Only)**

These are based on need combined with academic performance or potential or some other skill and are designated for incoming freshmen with renewal contingent upon maintenance of the conditions under which the award was originally granted. Scholarships or grants which are lost or forfeited by the original recipients can be awarded to other upperclassmen.

Scholarships and grants may be increased from available funds if university costs increase. Such funds are used to aid new recipients as well as to increase existing awards to students whose need has risen.

### **Graduate Assistantships/ Scholarships/Fellowships**

There is a limited amount of graduate assistance available to qualified students. Graduate Assistants are assigned to academic departments for teaching, research, or administrative duties. Each spring, all applications of incoming full-time students are reviewed along with the records of returning students to evaluate the qualifications for these assistantships. Application should be made directly to the appropriate dean or department head and not to the Financial Aid Office. The Financial Aid Office does not handle institutional aid for graduate and professional students.

### **Basic Educational Opportunity Grants (Undergraduates Only)**

This is a federal program which can be applied for using either the Financial Aid Form or a separate application available in the Financial Aid Office. There is no application fee for this program. If fully funded, it will provide to all eligible students a grant of up to \$1600 based on an eligibility index. The eligibility index is computed on the basis of parental and student income and assets. All undergraduate students are required to apply if they are at least half time and if they are applicants for other federal aid.

### **Supplemental Educational Opportunity Grants (Undergraduates Only)**

These are grants made available from federal funds to at least half-time students who have exceptional financial need. Grants range from \$200 to \$1500 per year and may be renewable upon reapplication as long as need continues. The four year maximum is \$4,000. The award must be matched by certain other types of federal, institutional, or state aid. Federal regulations require that this type of aid be awarded as a last resort only after all other types of aid have been exhausted.

### **Nursing Scholarship Program**

The Department of Health Manpower provides funds to at least half-time students via a Nursing Scholarship Program. Awards are made on the basis of need, as determined by the Financial Aid Form and tax return and are renewable upon reapplication. Under this program the maximum award that can be made to a student is \$2,000 a year, although limited funding in this program usually results in considerably smaller awards.

### **National Direct (formerly Defense) Student Loans**

Amounts awarded are for at least half-time students and are based on need. Undergraduates are limited to a combined total of \$2,500 for the first two years and a combined total of \$5,000 for all undergraduate years. Graduate students are limited to a combined total of \$10,000 for undergraduate and graduate years. Veterans will automatically be considered independent of their parents when considered for this loan.

No interest is charged until repayment begins. Ordinarily a repayment period of 10 years is permitted, at an interest charge of 3% on the unpaid balance, beginning 9 months after graduation. Grace periods of three years without payment of capital or interest are allowed for military service, Peace Corps, and VISTA service. Also, no payments are required as long as the student remains at least a half-time student at the graduate level or undergraduate level.

Effective 7/1/72, teaching of the emotionally, economically, physically or mentally handicapped qualifies for a 100% cancellation over 5 years (15%, 15%, 20%, 20%, 30%). This replaces the old 15%/year cancellation up to 100% which is still in effect for loans negotiated before 7/1/72. Teaching in a Headstart program now qualifies, under certain conditions, for 15%/year cancellation up to 100%.

Borrowers involved in active military service after 7/1/70 may qualify for 12½% per year cancellation up to 50%, although any loans negotiated after 7/1/72 can be cancelled only for combat military service.

All amounts owed are cancelled in case of death or permanent total disability. Loans are renewable only upon reapplication.

### **Nursing Student Loans**

At least half-time nursing students may apply for up to \$2,500 per academic year. Amounts awarded will be based on student's need. No interest is charged on loans until repayment period begins. A repayment period of 10 years is permitted with interest of 3% charged on the unpaid balance. Repayment period begins 9 months after graduation with a period of deferral allowed for time spent in full-time graduate study, active duty in military service, or Peace Corps service.

Employment as a full-time professional nurse in any public or private non-profit agency qualifies for up to 85% cancellation over 5 years (15%, 15%, 15%, 20%, 20%).

Employment for at least two years in an area determined by the government to have a shortage of and need for nurses qualifies for 85% cancellation over 3 years (30%, 30%, 25%).

Loans are cancelled for death or permanent disability. Loans are awarded on an academic year basis only and must be reapplied for each year. They are not automatically renewed. Loans made prior to July 1, 1972 retain the old provisions.

Funds in this program have been quite limited in recent years.



### **Law Enforcement Education Program**

This federally funded program provides assistance for students who are presently employed by a publicly funded local, state, or Federal law enforcement agency. Students must reapply each year.

Up to \$2200 a year may be borrowed by full-time students who are in approved academic programs. The loan may be cancelled at the rate of 25% per year for service in an approved law enforcement agency. Grants of up to \$400/semester are also available for full or part-time students who are currently employed full time by a law enforcement agency.

### **College Work-Study Employment Programs (Summer, Fall, and Spring)**

With the assistance of Federal funds, the Financial Aid Office is able to provide to at least half time students employment opportunities either on the campus or in various public or private non-profit off-campus agencies both in the greater Boston area and in the student's home community (even in other states). Some of these jobs provide work experience directly related to the student's educational objective while at the same time providing regular income for educational expenses. Students are limited to 15-20 hours per week during the school year and 35-40 hours per week during the summer or other school vacations. Eligibility is based on need and earnings must be related to total educational costs. Students must be authorized for each work period before reporting to the employing agency. For more information on this process, please consult the list of important dates and deadlines published by the Financial Aid Office.

### **Regular Employment**

Some opportunities are provided for part-time employment throughout the school year. The limitation on hours makes it unlikely that students can earn more than one half tuition, during the course of the year, in this fashion.

Since all on-campus regular employment of any kind must be counted as a resource, students receiving other financial aid should check with the Financial Aid Office to be sure that additional earnings will not jeopardize the other financial aid awards.

Students should consult the Student Employment Office.

### **State Scholarships**

Depending upon the individual state regulations, most undergraduate and some graduate students may apply. Students from Massachusetts, Connecticut, Rhode Island, Vermont, Pennsylvania, New Jersey, Delaware and District of Columbia should apply through the Board of Higher Education in their home state since these states allow funds to be used at in-state or out-of-state schools.

Applications for the State of Massachusetts may be picked up in the Financial Aid Office.

### **Help Loans, Guaranteed Insured Loans, Bank Loans, Etc.**

These loan programs require a separate application, obtainable at your bank or credit union, in addition to the B.C. Bank Loan Form and, in some cases (see below), the Financial Aid Form.

Depending on the student's state of residence, up to \$2500 (\$5000 for graduate students) can be borrowed annually and up to a total of \$15,000 for an undergraduate and graduate career (\$7500 for undergraduate alone).

The interest rate is normally 7-8% but, in cases where students qualify for and want the federal interest subsidy, the federal government will pay the interest on the loan while the student is in school. Repayment of the loan by the student usually begins 9 months after graduation but can be deferred for graduate school or service in the military, Peace Corps or VISTA. If adjusted family income is \$25,000 or less, the loan automatically qualifies for the interest subsidy. Otherwise the school is required to recommend to the bank a loan amount in all cases in which the student is seeking the federal interest subsidy. For this reason, the Financial Aid Form mentioned above is required in order to determine need. In some cases a Guaranteed Loan must be considered as direct aid to the student.

### **Outside Scholarships**

A limited amount of outside scholarships are available through town, state, and private agencies. Information in this area may be obtained directly from the source of the funds or from the Financial Aid Office.

### **Other Financial Aid**

Various tuition aid or installment payment programs are available, as well as commercial bank loans. Information is available for different payment plans, including the Boston College Tuition Prepayment Plan, at the Financial Aid Office.

## **Student Services**

### **Athletics**

The objective of the Boston College Athletic Association is to provide members of the entire university community with the opportunity to participate in, at the involvement level of one's choice, a program of physical activity which complements their spiritual, academic, cultural and social growth.

To meet the needs of a diverse community, the Athletic Association offers activities at five levels: unstructured recreation, instruction, organized intramural sports, club sports and intercollegiate competition.

### **Career Planning and Placement Center**

Through this Center, Boston College provides information, resources, and counseling as part of its educative service to students and alumni to assist them in making intelligent job and career choices and ways-of-life decisions. In addition to group meetings, career nights, and workshops, students and alumni can obtain personal counseling with professionally trained staff, and also avail themselves of peer advisors' assistance. Other services include campus recruiting; credentials; graduate school data; binders of current job opportunities; reference data on occupations; employers, school systems, hospitals, and trends; part-time and summer job listings and advisement; and resource data on other aspects of job and career needs. The Center is located at 38 Commonwealth Avenue. Students should register and make appointments to utilize these services.

### **Chaplains**

The Chaplains Office strives to deepen the faith of Boston College students by offering opportunities to discover, grow in, express and celebrate the religious dimensions of their lives in personally relevant ways. In addition, it works to



foster justice by developing social awareness and towards building a sense of community as a Christian value in the whole University.

### **Counseling and Mental Health Services**

A Counseling Office, staffed by licensed psychologists, is located in each of the undergraduate colleges to assist students in matters pertaining to personal adjustment, vocational decisions, educational planning and mental health problems. Provisions for individual counseling and psychotherapy are included among the services. Since the development of some types of personal potential and the solution of some adjustment difficulties can be achieved most effectively through group experiences, the Counseling Services provide a limited number of counseling groups each year.

Psychiatric consultation and treatment are available, normally without cost to the student, through the College Mental Health Center of Boston, a non-profit psychiatric facility with which Boston College is affiliated. Students may request a referral from any of the campus Counseling Offices, the Health Services Clinic, or may contact the College Mental Health Center directly for an appointment. In emergency this service is available outside normal office hours.

### **Dean of Students**

The Office of the Dean of Students offers rehabilitative counseling and interprets University policies designed to safeguard and enhance the rights of the individual and the University community. It is also responsible for the Murray House Commuter Center, the Women's Resource Center, the University Rathskellar and the Student I.D. Program.

### **Dining Facilities**

The university operates three resident dining halls for residents subscribing to the University Meal Plan. One is located in McElroy Commons on the Chestnut Hill Campus, another is located in Kirkwood Hall at 19 South Street, and a third is in Stuart Hall on the Newton Campus. All students enrolled in the Meal Plan may eat in any of the three dining facilities. The University Meal Plan is mandatory for all residents of the Upper Campus, South Street and the Newton Campus, since adequate cooking facilities are not provided in these residence facilities. The meal plan is optional for all other residents. The cost for the base plan of 12 meals per week is \$437.50 per semester plus a 6% Massachusetts meal tax. Alternative plans for up to 20 meals per week are available at additional cost. The University also operates a la carte cash cafeterias on the main campus for those apartment residents not subscribing to the University Meal Plan.

### **Health Services**

The primary purpose of the Health Service is to meet the immediate health needs of the students and to assist them in maintaining an optimal level of health through educative services. The Department has two units: an out-patient clinic located in Cushing Hall on the Chestnut Hill Campus, and an in-patient infirmary located in Keyes House South on the Newton Campus. Emergency service is also provided.

Payment of the Health Fee is required for all resident students and commuting students residing away from home. It is optional for commuters living at home and graduate students.

An information brochure detailing the health services available at Boston College is available through the Health

Services Office, Cushing Hall, Room 142.

The University recommends that all students be covered additionally by an appropriate health insurance policy for hospitalization and diagnostic testing.

### **Minority Student Programs**

The goal of the Office of Minority Student Programs is to guarantee the necessary orientation, cultural and academic support programs needed for minority students, particularly those identified as educationally disadvantaged. Among the various services it offers are tutorial programs, supplemental career planning and cultural activities.

### **Residence Accommodations**

Boston College offers several different types of undergraduate student housing in six different residence areas. Each area houses both male and female students. The building style and individual accommodations vary with the location and are described below:

- (1) **Reservoir Apartment Complex (Lower Campus)**  
The nine-story Reservoir Apartment Complex, completed in the fall of 1975, houses approximately 800 male and female students in 200 two-bedroom apartments. Each apartment unit consists of 2 bedrooms, bath, dining area, kitchen and living room. These modern, completely furnished and air-conditioned apartment units cost \$600 per student per semester and house primarily upperclassmen. Subscription to the University Meal Plan is optional.
- (2) **Hillside Apartment Complex (Lower Campus)**  
This air-conditioned apartment complex, completed in the spring of 1973, houses 725 students. Each completely furnished apartment unit includes 2 or 3 bedrooms, two baths, a livingroom, dining area and kitchen. This area houses males and females, 4 or 6 per apartment, but is generally restricted to juniors and seniors. A two-bedroom unit costs \$600 per semester for each student while a three-bedroom unit costs \$575 per semester for each student. Subscription to the University Meal Plan is optional for students in this complex.
- (3) **Modular Apartment Complex (Lower Campus)**  
The Modular Complex or Village consists of 86 duplex garden apartments. Completed in the spring of 1971, each air-conditioned and fully furnished apartment unit has three bedrooms, two baths, livingroom, kitchen and wall-to-wall carpeting throughout. This area houses both male and female students, six per apartment, but is generally restricted to juniors and seniors. The cost for each student is \$575 per semester. Subscription to the University Meal Plan is optional for students in this area.
- (4) **Upper Campus Residence Halls**  
These are standard dormitory structures with double student rooms along a corridor. Each room is furnished with bed, desk, dresser, chair, desk lamp, wastebasket and either shades or drapes. These 12 buildings house approximately 150 students each, normally freshmen and sophomores. The cost for each student is \$475 per semester. All Upper Campus residents are required to subscribe to the University Meal Plan.
- (5) **Newton Campus Residence Halls**  
The 6 dormitory buildings on the Newton Campus are similar to the "Upper Campus Dormitories" and are furnished in the same manner. Daily free bus service is provided to the main campus in Chestnut Hill Campus, which is located one and one-half miles from the Newton Campus. The Newton Campus offers a unique environment and special academic and social programs



which make it attractive to many freshmen students. Cost for each student is \$475 per semester. The University Meal Plan is mandatory for Newton Campus residents and a cafeteria is located adjacent to the dormitory complex.

(6) South Street Residence Halls

This is a grouping of remodeled and renovated apartment buildings, offering single, double and triple rooms, grouped in clusters of three or four. Each building houses from 25 to 55 primarily freshmen and sophomore students. Furnishings include the same basic items as the Upper Campus. All buildings in this area are carpeted throughout. The cost for each student is

\$475 per semester. Since these facilities are located one mile from the main campus, daily free bus service is provided. The University Meal Plan is mandatory for all South Street residents. A cafeteria is provided within this complex.

### **Student Activities**

The Office of Student Activities helps students to personalize and broaden their educational experience by working with faculty, staff and other students to create an atmosphere conducive to the development of social, cultural, extra-academic and co-curricular activities.



# Undergraduate Education





## Undergraduate Education

In our idealistic moments we call a college a community of scholars. The phrase implies that not only do collegians meld themselves into a social and academic whole, but that faculty members and administrators join students in forming an integral and discernible community. Boston College is such a community. The members develop, in conjunction with persons who have similar high hopes for humanity, those distinctive values which the Christian tradition can generate when it is in contact with the real problems of contemporary experiences.

## Admissions Information

Boston College is an academic community whose doors are open to men and women regardless of race, color, national origin, sex, religion, age, or handicap.

Boston College seeks to maintain an undergraduate student body which represents a broad variety of abilities, backgrounds, and interests. In selecting students, therefore, the Committee on Admissions looks for demonstrated evidence of academic ability, intellectual curiosity, strength of character, motivation, energy, and promise for personal growth and development. Requests for financial aid do not affect decisions on admission. Application forms and information bulletins may be obtained from the Undergraduate Admissions Office, Boston College, Chestnut Hill, Massachusetts 02167.

### Admission From Secondary School

Although secondary school preparation varies, the recommended units are:

English	4
Foreign Language	2
Algebra	2
Plane Geometry	1
Other Standard Courses	

In addition, majors in science, mathematics, pre-medicine, and pre-dentistry must have:

Science (Biology, Chemistry, Physics)	2
Trigonometry	$\frac{1}{2}$

Applicants to the School of Nursing must complete two years of science (Biology, Chemistry, Physics).

### Entrance Examination

The following tests of the College Entrance Examination Board (CEEB) must be completed by each applicant no later than January of the senior year:

Scholastic Aptitude Test (SAT)

Achievement Tests in:

1. English
2. Mathematics Level I or II
3. Third Test of the applicant's own choice

The SAT may be taken in either the Junior or the Senior year. Junior year Achievement Tests (March, May or July), particularly in subjects terminating in the eleventh grade, may be used with or substituted for senior tests in meeting the requirement of three Achievement Tests.

The Committee on Admissions will select the best combination of test scores when evaluating an application.

### Admission by Transfer

Candidates for admission-in-transfer to Boston College from another college or university should follow the procedure for regular application to the freshman class. In addition

transfer applicants must submit the following credentials:

1. A letter from the candidate stating his or her reason for transfer to Boston College.

2. A complete official transcript of all courses taken in all semesters at other colleges or universities. A statement of honorable separation from such institutions should be included.

3. A course catalogue from the applicant's college or university.

Usually only those transfer applicants who have maintained a grade point average of 2.5 or higher will be considered for transfer to Boston College. Credits will be accepted for transfer only for courses which are equivalent to those offered at Boston College.

Admissions-in-transfer are granted for the fall term beginning in September and for the spring term beginning in January.

The residency and tuition requirements for transfer students will be determined by the number of successfully completed semesters at the former school, not the number of courses transferred in.

Transfer students are required to complete a minimum of two years work (the equivalent of 18 courses or 54 semester credit hours) at Boston College in order to qualify for an undergraduate degree from the University.

Transfer students admitted to sophomore status or above may not accelerate the academic program for completion of degree requirements assigned by the Admissions Office at the time of their acceptance to Boston College. However, transfer students may, with prior approval, carry overload courses to make up deficiencies or to complete the number of courses appropriate to their assigned status.

Supporting credentials for applicants-in-transfer must be received no later than December 1 for admission in January and no later than June 1 for admission in September. Applications will be accepted after this date, depending upon the availability of space. Candidates who are accepted will at the same time be notified of the terms of admission and credits to be allowed in transfer.

### Special Students

The Office of Undergraduate Admissions at Boston College admits only those persons who wish to be enrolled as full-time day students. Those students who wish to attend Boston College on a part-time basis, for either day or evening classes, should contact: Dean of the Evening College, Fulton Hall, Room 317, Boston College, Chestnut Hill, Massachusetts 02167. For those interested in Programs for Women contact: Director of Programs for Women, 885 Centre Street, Newton, Massachusetts 02159.

### Advanced Placement

Boston College participates in the Advanced Placement Program of the College Entrance Examination Board. Applicants interested in advanced placement with credit should make arrangements to take the Advanced Placement Tests given by the C.E.E.B. in May of each year. The tests may be taken in the junior as well as the senior year of high school.

Advanced placement can also be earned for college courses completed at an accredited institution prior to enrollment at Boston College in which the student has earned a grade of "C" or better. Official college transcripts of these courses should be forwarded to the Admissions Office by August 1.



## 14 / Undergraduate Education

### ACADEMIC REGULATIONS

Should a student earn 18 or more credits, whether through superior performance on a minimum of three A.P. tests or through acceptance of at least six three-credit courses or any combination of these two methods, he/she will be eligible for sophomore standing. Should less than 18 credits be earned, the student can be excused from core requirements; however, electives must be substituted for these core courses. Thirty-eight courses will still be required for graduation from Boston College.

#### Early Admission

Under the Early Admission Program, outstandingly gifted and highly motivated high school juniors are sometimes admitted to Boston College one year early. Early Admission candidates must obtain from their high school a letter stating that either they have completed all their requirements for graduation, or that they will receive their diploma after the freshman year at Boston College. All Early Admission candidates are requested to arrange for a personal interview at Boston College. Decisions on Early Admission applications are made after the receipt of the final grades in the junior year.

#### Minority Admissions Program

Boston College is committed to the goal of enrolling at least ten percent of the undergraduate student body from among minority groups. The Minority Admissions Committee is responsible for the recruitment, processing, and evaluation of all applications from Black, Asian-American, Latino, and American-Indian students. Minority applications are read in light of the applicant's cultural and educational background. Because we recognize the academic, cultural and social needs and interests of the minority students at Boston College, organizations such as the Minority Student Support Program, the Black Student Forum, the Chinese Student Club, and Union Latina have been established.

## Academic Regulations

#### University Degree Requirements

The requirement for the Bachelor's Degree in the undergraduate day colleges is the completion with satisfactory cumulative average (at least 1.5) of at least 38 one-semester courses, or their equivalent, distributed over eight semesters of full-time academic work. Acceleration of degree programs is possible in exceptional circumstances, provided Dean's approval is obtained at least two full semesters before early graduation and University policies governing acceleration are followed.

#### University Core Requirements

The minimum liberal education CORE requirement to be fulfilled by all undergraduate students, as administered by the Council on Liberal Education, over a four-year period, will be the following. For specific CORE requirements of the various schools and departments, students should consult the appropriate sections of this Bulletin:

- 2 in History
- 2 in either Natural Science or Mathematics
- 2 in Philosophy
- 2 in Social Sciences (Sociology, Political Science, Economics, Psychology and approved courses in the professional schools)
- 2 in Theology

2 in any one of the following cluster areas:

- a) English
- b) Foreign Languages or Culture
- c) Fine Arts, Music, Speech Communication and Theatre

#### Grading Scale

The grading system consists of twelve categories, as follows: A, A-, B+, B, B-, C+, C, C-, D+, D, D-, F. A is excellent; B is good; C is satisfactory; D is passing but unsatisfactory; F is failure.

While the grade I (incomplete) is not recorded for undergraduates, Boston College recognizes that under unusual circumstances (e.g., extended illness), a limited extension of time beyond the end of the semester in which a course was initiated may be warranted. This can be accomplished with permission of the professor involved after consultation with the Associate Dean of his or her undergraduate college. The professor will establish the criteria and time limits for completion of the work. Normally, extensions will not extend beyond the end of the semester following that in which the course was initiated.

In computing averages the following numerical equivalents for the twelve (12) letter grades are used:

A	4.00	B-	2.67	D+	1.33
A-	3.67	C+	2.33	D	1.00
B+	3.33	C	2.00	D-	.67
B	3.00	C-	1.67	F	.00

Grades will be mailed by the University Registrar's Office to each student shortly after the close of each semester.

#### The Dean's List

The Dean's List, established at the end of each semester, ranks students according to their averages for the semester in three groups: First Honors (3.667 or above), Second Honors (3.333-3.666) and Third Honors (2.900-3.332).

#### Degree with Honors

The degrees of Bachelor of Arts with Honors and Bachelor of Science with Honors are awarded in three grades: *summo cum laude*, with Highest Honors; *mogno cum laude*, with High Honors; and *cum laude*, with Honors. Honors are awarded from the cumulative average attained by full-time attendance.

#### Absence from a Semester Examination

Students will have to arrange for making up a semester examination which they have missed with the professor. Professors are asked to announce the time and manner by which students must notify them of absence and make arrangements for taking the absentee examinations. If, in particular courses, announcements about absentee examinations are not made, students should ask the professors to specify the acceptable excuse(s) for absence and the manner and time of notification and of arrangements for the make-up examination.

The only exception to the foregoing is the case where the student, because of an extended illness or serious injury, will miss all or most of his or her examinations and be unable to make up examinations for a week or more beyond the period scheduled for semester examinations. In such cases, the student or his or her family should call the Office of the Associate Dean of his or her college as soon as the prospect of extended absence becomes clear.



## Transfers Within Boston College

Matriculated students wishing to transfer from one undergraduate college to another within Boston College should contact the Dean's Office of the school to which admission is sought. Freshmen should wait until early April to initiate this process; other classes usually make inquiries in early November or in early April. The college administration involved in these procedures are:

College of Arts and Sciences	Dean Harrison	Gasson 109
	Dean McHugh	Gasson 109
	Dean McMahon	Gasson 109
School of Education	Dean Martin	Campion 104B
School of Management	Dean Cronin	Fulton 314
School of Nursing	Dean Dineen	Cushing 203

## Withdrawal From Boston College

Students who wish to withdraw from Boston College in good standing are required to complete a Withdrawal Form and schedule an exit interview in the University Registrar's Office. In the case of students who are dismissed for academic or disciplinary reasons, the appropriate college administrator will complete this form.

## Leave of Absence or Special Study Program

Degree candidates seeking a leave of absence from Boston College are required to complete a Withdrawal Form available in the University Registrar's Office. Students who take a leave of absence, subsequently decide to enroll at another college and then wish to re-enter Boston College, must apply through Transfer Admissions.

To assure reenrollment for a particular semester following a leave of absence or participation in a special study program, students must notify the University Registrar's Office and the Dean's Office of the college or school about their intention, at least six weeks in advance of the start of that semester.

## Readmission

Students who desire readmission will initiate the process in the University Registrar's Office, Lyons Hall. Applications for readmission should be made there and at the Dean's Office of the school involved at least six weeks before the start of the semester in which the former student seeks to resume study. The appropriate Dean's Office will make the decision on the application and notify the former student about the action taken. The decision will be based on consideration of the best interests of both the student and the University.

## Special Programs (Non-degree)

### Cross Registration Program

Under a program of cross-registration, Sophomores, Juniors and Seniors may take in each semester one elective course at either Boston University, Brandeis University, Hebrew College, Pine Manor Junior College, Regis College or Tufts University if a similar course is not available at Boston College. Students interested in the Afro-American Studies Program may cross register at Boston University, Massachusetts Institute of Technology, Simmons College or the University of Massachusetts (Boston). A description of

cross-registration procedures and the authorization form to participate in it are available in the University's Registrar's Office, Lyons 101.

## Junior Year Abroad

The Boston College Junior Year Abroad Program has as its ideal the complete integration of the American student within a foreign educational structure. Provided he or she has the necessary language preparation, the student is free to choose the country and university where he or she wishes to study. Where there is an established and supervised program in the university of the student's choice, it is suggested that he or she take advantage of this opportunity. If there is no such program, then the student enters directly into the university setting and competes on the same basis as others enrolled in the foreign university.

Permission to spend the Junior year abroad is open to Sophomores, both men and women, in good standing in any of the undergraduate schools of Boston College. Application should be made as early as possible in the sophomore year, because some foreign universities require a very early registration. To be eligible, a student must have at least a B (2.9) grade in the major field, approximately the same grade in general average, and the approval of the Dean of the college. All applications are processed through the Office of the Junior Year Abroad Program. The student must consult the chairperson of the department of his or her major field for a program of studies to meet the requirements of his or her field of concentration and the collegiate degree. The student is encouraged to prepare for examinations in all subjects studied while abroad. These results are received by Boston College and translated into American academic equivalents. The student may be asked to submit written evidence of work done abroad and to take an oral examination for certification of credit.

## The Pulse Program

PULSE affords the Boston College undergraduate an opportunity to combine community-based field work with the study of Philosophy or Theology. PULSE operates with the assumption that the community work provides an exciting point of departure for serious philosophical and theological reflection.

Through the combination of reflective, academic work and field experience, the program encourages the student to form critical perspectives on society, community and self. A student's experience — whether in working with children, visiting the elderly, lobbying at the State House or working with juvenile delinquents — becomes the context in which questions of personal authenticity, communal bias and the forces promoting or inhibiting social change are probed.

Opportunities for field experience are available in a variety of different neighborhoods and institutions. Included in the range of placements are crisis-counseling services, community action groups, state government, schools, adolescent homes and after-school recreation programs. The placements aim at responding to community needs while simultaneously providing a challenging opportunity for students to confront social problems. (PULSE also offers a limited number of students the chance to develop independent projects.)

Supervision of student work includes on-site meetings with indigenous staff supplemented by bi-monthly meet-



ings on campus. PULSE thus provides three levels of direction and supervision for student work. (1) The PULSE Director has overall responsibility for the educational goals and interests of PULSE students. In fulfilling that responsibility, the Director works as a consultant and advisor for both students and supervisors. (2) Each field project has a PULSE Council Coordinator, a student who is a member of the PULSE Council. (3) Each field project has an on-site Supervisor who, after an initial orientation session, meets regularly with students to provide information, direction and criticism.

Besides course work and supervision, PULSE sponsors workshops designed to further enhance a student's experience. Some recent workshop topics have been lobbying, racism and working with children.

Students may participate in PULSE during any of their undergraduate years at Boston College. They may participate in the same project over several semesters or move on to projects treating different problems. Although classroom reflection is regarded as the key to the fullest possible experience, students are allowed to work in projects with-

out participation in a course. Credit, however, can only be made available to those students registered in PULSE courses.

For details on PULSE courses, consult the listings of the Philosophy and Theology departments.

## Programs for Women

Boston College encourages women beyond traditional college age to avail themselves of the many educational resources of this institution. Several educational options, suitable to individual needs and interests, are offered. Programs for Women is both a counseling and directive center for adult women seeking part-time study in either degree or non-degree categories. It also offers women the opportunity to participate in career-oriented, study/internship programs and seminars on topics of current interest. For further information contact: Director of Programs for Women, Newton Campus of Boston College, 885 Centre Street, Newton, Massachusetts 02159.

## College of Arts and Sciences

The College of Arts and Sciences confers the academic degree of either Bachelor of Arts (A.B.) or Bachelor of Science (B.S.), depending upon the candidate's major field. All degree programs within the college are grounded in the liberal arts tradition.

Each student selects a major, which is a systematic concentration of courses that develops an understanding in depth of a single academic discipline or of an interdisciplinary topic. A student may choose more than one major, but in each must fulfill the minimum requirements set by the department and the College of Arts and Sciences.

The fields in which majors are available are: American Studies, Art History, Biology, Chemistry, Classical Studies, Economics, English, Geology, Geophysics, Germanic Studies, History, Linguistics, Mathematics, Philosophy, Physics, Political Science, Psychology, Romance Languages and Literatures, Russian, Slavic Studies, Sociology, Speech Communication and Theatre, Studio Art, and Theology. An Independent Major, involving courses from several departments, is also available under certain conditions for students whose needs cannot be satisfied by the offerings of a single department.

Each student also takes courses from the core curriculum, usually during the freshman and sophomore years. These courses are intended to provide the cultural background, intellectual training, and a structure of basic principles by which students can comprehend a complex world and cope with rapid changes as they occur.

Because of the great diversity of course offerings in the College of Arts and Sciences, it is important that each student exercise care, both in the selection of a major as well as in the selection of courses in the major, courses in the core curriculum, and other elective courses. It is also advisable, particularly for students with a tentative interest in academic areas in which majors such as languages, science,

mathematics, or art, are more structured to begin selection of their major at an early date. Students considering a career in medicine or dentistry should begin in the freshman year to fulfill the requirements for admission to professional schools in these areas.

It should not be considered necessary, or even desirable, that a degree in the College of Arts and Sciences, by itself, provide all the training needed to perform a specific job. It should provide preparation for graduate study in the major field or a related field, however. It should also furnish sufficient breadth of information and exposure to methods of inquiry so that, either alone or with additional training provided by professional schools, the student might effectively prepare for any one of a wide variety of careers, perhaps for a career not foreseen while the student was in college.

Guidance is available from many sources, including members of the faculty, department chairpersons, the Deans' Office, and the Counseling Office.

Each student is expected to know the academic regulations presented below.

## Requirements for the Degree

1.1 The requirement for the Bachelor's Degree is the completion, with satisfactory cumulative average (at least 1.5), of at least 38 one-semester courses (each carrying a minimum of three semester-hour credits), normally distributed over eight semesters of four academic years.

1.2 Within the 38 courses, the following 14, comprising the core curriculum, are required of all students:

- 2 courses in English
- 2 courses in History (European History)
- 2 courses in Philosophy
- 2 courses in Theology
- 2 courses in Natural Science or Mathematics
- 2 courses in Social Sciences (Economics, Political Science, Psychology, or Sociology)
- 2 courses in any one of the following cluster areas:
  - a) Foreign Languages or Culture
  - b) Fine Arts, Music or Speech Communication
  - c) Natural Science or Mathematics

Identification of the courses which will satisfy the core in each department can be determined by contacting the



department and by reference to each semester's *Schedule of Courses*.

1.3 Each major within the College of Arts and Sciences requires at least 10 courses. No more than 12 courses for the major may be required from within any one department. Two of these may be taken at the introductory level, at the discretion of the department. For the remainder of the courses, each department may designate specific courses or distribution requirements either within or outside the department to assure the desired coherence and structure of the major program.

1.4 Normally students will take up to 14 courses not included in either the major or the core requirement. Such courses should be selected with an eye toward integration and balance. It is possible for a student to major in two fields but for each major, all requirements must be satisfied, and no course may count toward more than one major.

### Normal Program, Overloads, Acceleration

2.1 Program Distribution: Within the normal 38 course program, A&S students must complete at least 32 courses offered by Boston College Arts and Sciences Departments. The remaining courses may be chosen from the offerings of Boston College professional schools. This requirement may also be partially fulfilled by courses taken outside Boston College under approved special study programs (see 2.5), or in the case of transfer students by courses which have been granted external transfer credit.

2.2 Freshmen, Sophomores, and Juniors are normally required to carry five courses per semester; Seniors, four courses per semester. Non-Seniors who wish to take only four courses in a semester may do so, but should consult with one of the Deans; students who underload should plan to remove the course deficiency so incurred as soon as possible (see 6.1 and 6.2). Full-time status for a student in any class requires enrollment in at least four courses in each semester.

2.3 Tuition shall apply per semester as published even if a minimum full-time load or less is carried.

2.4 All students wishing to enroll in a sixth course during a semester must receive a Dean's approval before confirmation of registration. Students who have earned minimally either a 3.0 overall average or a 3.0 average in the semester immediately prior to the one for which an overload is requested will be approved. Students whose averages so defined are between 2.0 and 3.0 may, under exceptional circumstances, be approved by a dean to enroll in a sixth course. Overload courses are enrolled in initially as audits and at the student's request are changed to credit at the time specified in the *Schedule of Courses* obtained from the University Registrar. Students are not permitted to take a sixth course in their first semester at Boston College.

2.5 The only courses which a student, after admission to Boston College, may apply toward an Arts and Sciences degree (whether for core, major, or total course requirements) will be those taken at Boston College in a regular course of study during the academic year. The Office of the Dean is authorized to grant exceptions to the provisions of this regulation for the following situations:

- official cross registration programs;
- the Junior Year Abroad Program;
- official college exchange programs;
- special studies programs authorized by the Office of the Dean;
- removal of deficiencies incurred by failure, withdrawal from course, or course underload;
- subject to certain restrictions, courses in the Evening College of Arts and Sciences and Business Adminis-

tration as approved by the Office of the Dean of Arts and Sciences.

Any of the above exceptions granted must be based on prior written approval from the Office of the Dean of Arts and Sciences.

2.6 Under exceptional circumstances, students may be approved by the Dean to accelerate their degree program by one or two semesters. To be considered, students must present a minimum cumulative average of 3.2 based upon at least three semesters at Boston College, and obtain the Dean's approval at least two full semesters prior to the early date of graduation. In accordance with University policies governing accelerated programs of study, the following will also be applicable:

- 1) Summer courses intended for acceleration must be taken at Boston College and receive prior approval by the Dean.
- 2) Overload courses taken for acceleration will carry an extra tuition charge.
- 3) Students transferring into Boston College with first semester sophomore status or above are not eligible to accelerate their program of study.

### Pass/Fail Electives

3.1 Non-Freshmen are eligible, with approval of the departments offering the courses, to enroll in a course on a Pass/Fail basis. This must be done at registration time in the office of the Associate and Assistant Deans.

3.2 No more than 6 Pass grade courses will be accepted towards the A&S degree.

### Fulfillment of Requirements by Equivalencies

4.1 In the following circumstances, departments may rule that specific degree requirements may be met by equivalencies for certain courses:

- a) At any time before the senior year, a student may be exempted from taking courses in a core area. Such exemptions will be based on equivalency examinations in which the student demonstrates, to the satisfaction of the chairperson of the department concerned, a mastery of the content of such course(s). Exemptions do not carry grade or credit.
- b) Certain departments offer and identify full-year courses whose second semester content is intrinsically related to that of the first semester. For this reason, a student who fails or withdraws from the first semester of such a course should seriously consider whether it is advisable to continue in the second semester. However, a student may, with the approval of a Dean, be allowed to continue in the course. A second semester grade of C+ or better (if graded) will entitle the student to course credit and a grade of D- for the first semester. This regulation may be applied also to Pass/Fail electives in a two-semester offering provided both semesters are taken Pass/Fail. The grade of Pass, rather than D-, will be awarded for the first semester in such cases. A list of departments and courses where this regulation applies is on file in the Deans' Office.

### Academic Standards

5.1 In order to remain in good standing, a student must maintain a cumulative average of at least 1.5 as the minimum standard of scholarship and must have passed at least seven courses by the end of the first year, seventeen courses



## 18 / Undergraduate Education

### ARTS AND SCIENCES

after two years, or twenty-seven after three years. Otherwise he or she will be required to withdraw. If a student passes only one course in a semester, the Dean will require immediate withdrawal.

5.2 As a consequence of a low cumulative average and/or the accumulation of two or more deficiencies (failures, withdrawals, or underloads), the student will be warned by letter or withdrawn from the College as the Dean shall deem appropriate. A student who receives a letter of warning will be expected to raise his or her cumulative average and/or make up course deficiencies (see 6.1).

5.3 It is expected that a student will have passed at least nine courses by the beginning of the second year, nineteen by the beginning of the third year, and twenty-nine by the beginning of the fourth year.

### Make-Up of Course Deficiencies

6.1 A student who has failed or withdrawn from a course may make up the credit by passing an additional approved course during the regular school year or in a summer session at Boston College (with a grade of at least D-) or at another accredited college (with a grade of at least C-). All make-up courses must be authorized by the Office of the Associate Deans prior to registration in them.

6.2 To make up deficiencies, no more than three approved three-credit courses or their equivalent will be accepted from any one summer session; and no more than a total of four approved three-credit courses or their equivalent will be accepted from two or more sessions in the same summer.

6.3 A student who has been or will be required to withdraw may seek approval of an Associate Dean for summer courses, and may thereby become eligible for consideration for reinstatement. A student who does not receive permission for summer courses or who fails to achieve creditable grades in approved summer courses, will not be allowed to matriculate in the College of Arts and Sciences for at least a semester.

### Class Attendance

7.1 In order that they may derive the fullest benefit from the college experience, students are expected to attend class regularly. However, no administrative penalty is attached to nonattendance. A student who is absent from class is responsible for obtaining from the professor or other students knowledge of what happened in the class, especially information about announced tests, papers, or other assignments.

7.2 Professors will announce reasonably in advance, all tests and examinations based on material covered in class lectures and discussions, as well as other assigned material. A student who is absent from class on the day of a previously announced examination is not entitled, as a matter of right, to make up what was missed. The professor involved is free to decide whether a make-up will be allowed.

7.3 In cases of absence extending beyond a week the student or a family member is expected to communicate with the Dean of Students or the Office of the Dean of the College. Academic arrangements for the student's return to courses should be made with a Dean of the College as soon as the student's health or other circumstances permit.

### Leave of Absence

8.1 A student in good standing who desires to interrupt the normal progress of an academic program and to resume studies at Boston College within a year may petition for a leave of absence. The process begins in the Office of the

University Registrar (Lyons 101). A leave of absence will not normally be granted to students who expect to do full-time academic work at other institutions, and will be extended for no more than one year, although petition for renewal is possible.

### Academic Integrity

9.1 Students at Boston College are expected to have high standards of integrity. Any student who cheats or plagiarizes on examinations or assignments is subject to dismissal from the College. Cases involving academic integrity shall be referred to the Dean's Office for adjudication by the Dean's Office or by an Administrative Board as the student shall request.

### Administrative Board

10.1 An Administrative Board shall act, when called upon, in matters relating to "Academic Integrity."

10.2 An Administrative Board shall be composed of three people from the College, i.e., the Dean or Associate Dean, a faculty member (full-time teaching), and a student. The faculty member shall be selected by the Dean from a list of six faculty members designated annually for this purpose by the Educational Policy Committee. The student member shall be selected by the Dean from a list of six A&S students designated annually for this purpose by the student members of the Educational Policy Committee.

10.3 A student coming before an Administrative Board shall have the right to exercise two challenges without cause against the student and/or faculty appointees to the Board.

### Procedure of Appeal

11.1 Students with questions of interpretation or petitions of exception to these regulations may submit them to an Appeals Board appointed by the Educational Policy Committee.

11.2 A student should resolve problems on the manner in which grades have been awarded or on the academic practices of an instructor by direct and immediate contact with the instructor. In the rare case of an unresolved question, the student should first refer the matter in an informal manner to the chairperson or director of the appropriate department or program.

11.3 A formal appeal of a course grade, which ought not to be entered lightly by a student nor lightly dismissed by an instructor, may be made normally no later than the sixth week of the following semester. In making a formal appeal a student files a written statement with the department chairperson or program director and thereafter the appeal is handled in accordance with guidelines approved by the Educational Policy Committee of the College. Current guidelines are available at the office of the Dean of the College.

### Internal Transfers into Arts and Sciences

12.1 The College of Arts and Sciences expects that students transferring into it from other schools of Boston College will have a record free of academic deficiencies and a cumulative average of at least 2.5 and will complete at least three semesters of full-time study in Arts and Sciences after the transfer; previous enrollment in A&S courses will not satisfy this requirement.

### Academic and Career Planning

Simply stated, planning a course of study is difficult but necessary. In a college as diverse as the Arts and Sciences,



the choices of courses and areas of concentration are too numerous for simple or haphazard arrangement of program. Students are therefore urged to consult regularly (a minimum of once a term) with a faculty advisor within their major department. Students should also broadly consult with other faculty, students, the Deans' Offices, the Offices of Counseling and of Career Planning and potential employers and professionals outside the University to ensure that all academic options have been considered and that plans are properly laid for the meeting of post-graduate objectives.

## Special Academic Programs

### The Honors Program

Scholastic excellence has traditionally been a hallmark of the educational experience at Boston College. In keeping with this tradition the Honors Program offers a flexible educational experience which provides new and innovative courses to satisfy the educational needs and interests of students with unusual talent and a record of superior achievement.

Students who seem to be sufficiently prepared and motivated to attempt a demanding program of study are interviewed and may be invited to participate in the Honors Program.

Students admitted to the Honors Program have added opportunity to devote their collegiate years to an education dedicated to excellence and enrichment through specialized curricula, modes of teaching and educational methods. Some examples:

*Modern Man: The Cultural Tradition* This two-year course for Freshmen and Sophomores is designed as a substitute for normally required core courses in English, Theology and Philosophy. Taught through methods ranging from lecture to seminar, the course attempts to discover and assess the ideas, issues, and values of Western Man in their cultural context.

Students in the Honors Program normally participate in a Junior Honors Seminar and a Senior Honors Thesis.

### Scholar of the College

Candidacy in the Scholar of the College Program is extended to seniors with a 3.3 average who, after filing applications and demonstrating exceptional achievement, maturity, scholarly interest or creative skill, have been nominated by the Chairperson of their major department and been selected by the Dean of the College of Arts and Sciences. The Program aims at recognizing, encouraging and challenging superior scholarly and creative ability. In senior year the candidates carry one or two upper-division electives while engaged in a Scholar's Project (an unusually scholarly or creative piece of work) under the direction of one or two faculty members. Upon satisfactory completion of the Scholar's Project the candidate is given the distinction of Scholar of the College at Commencement in May. Application for candidacy and an outline of the proposed project must be submitted to the chairperson by March 15th of the student's junior year.

### Bachelor's-Master's Program

This is a four-year program offered in conjunction with the Graduate School of Arts and Sciences for students who have at least a 3.3 average and who have demonstrated to exceptional degree maturity, ability to work independently and knowledge of their chosen field. Under this program a

student will, upon satisfying the requirements of both undergraduate and graduate schools, be awarded Bachelor's and Master's degrees. Students interested in applying to this Program must present to the Dean of the College of Arts and Sciences by the end of the Sophomore year a formal proposal written in consultation with the department chairperson and a graduate faculty advisor in the intended major area. Admission to the Program is recommended by the Dean to the Graduate School of Arts and Sciences after an appraisal of the applicant by a Dean's committee of advisors. Such recommendation will depend on overall excellence in the student's undergraduate record and exceptional performance in the undergraduate major.

Further details regarding the proposal format and overall Program requirements may be obtained from A&S Department offices or the Office of the Dean.

### Pre-Medical/Pre-Dental Program

This program, which is not an academic major, is headed by the pre-medical/pre-dental advisor. Over the years the program has guided the undergraduate preparation of thousands of students and has assisted them in securing admission to scores of medical and dental schools, including the most prestigious.

Medical and dental schools state clearly their preference for the applicant who, in college, has majored and excelled in a field of interest while demonstrating ability and achievement in at least four full-year science courses. Thus, the student planning to study medicine or dentistry may choose for a major field in college any one of the humanities or natural sciences or social sciences. Whatever the major, he or she is expected to acquire a liberal education and is required to have among his or her collegiate courses one year of each of the following with laboratory: General Chemistry, Organic Chemistry, Biology and Physics. In addition, some medical and dental schools suggest or recommend one or several science electives; a large and growing number require a year of Calculus. Medical and dental schools expect good performance in all academic areas. Applicants with slightly lower grades in unusually challenging programs or in advanced courses are at least as acceptable as those with good or excellent grades in less demanding curricula or courses.

Since normally application for medical and dental schools is made at the beginning of senior year and since, therefore, evaluation and decision about admission are based on the student's record for three years, completion of the required sciences and mathematics by the end of junior year is strongly recommended.

Because a large number of students are interested in careers in medicine and dentistry, competition for admission to medical and dental schools has become very intense. The mean grade point average for the 15,000 students admitted to medical school in Sept. 1975 is 3.47 (out of 4.0). For this reason, students in the pre-medical/pre-dental program are urged to examine critically and realistically their own performance by the middle of the sophomore year. Students who have any doubts about their academic record should consult the pre-medical/pre-dental advisor as early as possible. Students are also urged to consider alternate careers while fulfilling the requirements for admission to medical or dental school. By a careful choice of major and minor a student may prepare for careers in science, education, and management, as well as health services. Careers will be open in government, industry, teaching and social services for students who have a basic knowledge of mathematics, biology, chemistry and physics



## 20 / Undergraduate Education

### ARTS AND SCIENCES

along with a knowledge of economics, management, sociology and psychology.

#### Departmental Honors

The designation of departmental honors is reserved for above-average students who have demonstrated academic achievement in additional or more difficult courses, or by successfully undertaking an approved research project, as determined by each department.

#### Senior Awards and Honors

*Scholar of the College:* For unusual scholarly and/or creative talent as demonstrated in coursework and the Scholar's project. Candidates for Scholar of the College are nominated by the department chairperson and selected by the Dean in their Junior year.

*Order of the Cross and Crown:* For Senior men and women who, while achieving an average of at least A-, have established records of unusual service and leadership on the campus.

*Bapst Philosophy Medal:* For overall outstanding performance in philosophy courses.

*George F. Bemis Award:* For distinguished service to others.

*Francis A. Brick Award:* For outstanding character, loyalty, leadership, and scholarship during four years at Boston College.

*Brendan Connolly Award:* For outstanding love of books and learning.

*Cardinal Cushing Award:* For the best creative literary composition published in a Boston College undergraduate periodical.

*Patrick Durcan Award:* For overall outstanding performance in history courses.

*Mary A. and Katherine G. Finneran Commencement Award:* For outstanding success in studies while also devoting time and talents to other activities for the enrichment of the college and student life.

*General Excellence Medal:* For general excellence in all branches of studies during the entire four years at Boston College.

*William J. Kenealy Award:* To a graduating Senior who has been distinguished in academic work and social concern.

*Albert McGuinn Award:* For excellence in a science or mathematics major combined with achievement — either academic, extracurricular, or a combination of both — in the social sciences or humanities.

*John F. Norton Award:* To the student who best personifies the tradition of humanistic scholarship.

*Cardinal O'Connell Theology Medal:* For overall outstanding performance in theology courses.

*Harry W. Smith Award:* To a senior who has used personal talents to an exceptional degree in the service of others.

*Joseph Stanton Award:* To a student who has been accepted to a medical school and who has been outstanding in character, loyalty, leadership, and scholarship at Boston College.

*Tully Theology Award:* For the best paper on a theological subject.

Nominations for these awards may be submitted to the Office of the Dean.

## AREAS OF MAJOR STUDY

The philosophy and objectives of each major are presented below, along with specific course requirements. These requirements include the number of courses, as well as specific courses or distribution requirements necessary for

the major. They may also include requirements for achieving departmental honors. Individual course details may be found in the Description of Courses section of this *Bulletin*.

In a liberal arts college, the major is not only a path to some future profession, but is itself, together with core courses, and electives taken in other areas, a liberal arts experience. A *major* is a systematic concentration of courses taken in a given academic discipline which enables a student to acquire a somewhat more specialized knowledge of the methodologies used in the discipline, their origins, their possibilities and limitations, and the current state of the art. This is done by means of a hierarchical sequence of courses or by appropriate distribution requirements. Attention is to be given to the history of the discipline, its various methodologies and research tools, and to its various subfields, and to the areas of concern in which the discipline is presently involved.

The term course in the descriptions below refers to a course of at least 3 semester-hour credits.

### Major in Art History or Studio Art

The Department offers two majors, one in Art History and another in Studio Art. A wide range of courses in film making, film history, film critique and photography is also provided by the Department.

#### Art History

The major in Art History offers the interested student an opportunity to develop a knowledge and understanding of the visual environment created by man in the course of time. The departmental courses provide both a broad foundation in the humanities and the preparation for further work that can lead to professional careers in art: teaching and research, curatorships, conservation, educational positions in museums and art centers, occupations as art critic or employment in the art business world such as commercial galleries and auction houses. A student majoring in Art History plans an integrated program in consultation with the departmental advisor. Students are encouraged to take as many courses as possible in history, literature, philosophy, foreign languages, and other fields related to their specialization. For the Art History major a minimum of 11 courses must be completed in the following way:

1. FA 101-102 Introduction to Art History (2 courses) FA 103-104 Art History Laboratory (2 courses) to be completed by the end of the Sophomore year.
2. Seven additional courses with FA numbers above 200. At least one course must be chosen from each of the following periods:
  - a. Ancient and Medieval Art
  - b. Renaissance through 18th Century Art
  - c. 19th and 20th Century Artand FA 401 Seminar in Art Historical Research to be taken during the Junior or Senior year.
3. A substantial research paper written as part of the requirement for FA 401 must be completed during the Junior or Senior year.

#### Studio Art

The major is designed both for the student artist and the student interested in art. The departmental courses are conceived as an integral part of the liberal arts curriculum, and the studio major provides a solid basis for continuing work in graduate school and art related fields such as teaching, conservation, art therapy, publishing or exhibition design.



Studio Art Majors are required to take a minimum of 12 courses for a total of 36 credits, to be distributed as indicated below. The program is to be worked out in consultation with the departmental advisor.

1. FS 101-102 Foundations of Studio Art (2 courses)
2. FA 101-102 Introduction to Art History (2 courses)  
FA 103 or FA 104 Art History Laboratory (1 course)
3. Seven additional courses with FS numbers. These must include at least two 300 level courses and the senior project (FS 498).

During their Sophomore year students intending to major in studio are asked to present a portfolio and to discuss their choice with the Department.

## Major in Biology

The goal to be attained by the student is knowledge and understanding of the fundamentals of biological science. The biology program provides a foundation for advanced study in biology and health related professions, as well as preparation for other careers. Formal course offerings, laboratory work, and individual research projects under the guidance of a faculty advisor offer the student opportunity for individual initiative and creativity.

Requirements: One year each of general chemistry, organic chemistry, and physics, each with the accompanying laboratory course, and one year of calculus. Within the department, the following courses are required: Introductory Biology and Laboratory (Bi 210-212, Bi 211-213), Genetics and Laboratory (Bi 300-301) and Bacteriology and Laboratory (Bi 310-311). Three additional upper division elective courses in biology, exclusive of Undergraduate Research and Tutorial, complete the minimal requirements. Students planning to pursue graduate studies are advised to take additional courses, with biochemistry, physical chemistry, and analytical chemistry being specially recommended.

Although there is no formal major in biochemistry within the department, students interested in a program involving courses presently being offered by the Biology and Chemistry Departments and providing a concentration in biochemistry may consult the Department Chairperson for further information. A major program will be worked out by the student and a faculty advisor according to the regulations listed under the heading "Independent Major" in this bulletin.

## Major in Chemistry

The Chemistry Department offers a flexible curriculum to those who wish to acquire a knowledge of chemistry — the science of molecules, how molecules are structured and how molecules behave — within the environment of a liberal arts college. Two levels of concentration are offered to the chemistry major. First, there is the professional degree program intended for students who wish to prepare for graduate school as well as for those who will enter the chemical profession directly from college. Second, there is a degree program requiring a lesser concentration in chemistry for those students who wish to combine molecular science with intensive studies in other disciplines, such as computer science, mathematics, economics, social sciences, business, law, humanities, psychology, medicine, physics or biology.

Requirements: for all chemistry majors, two semesters of general chemistry, plus a minimum of eight one-semester courses beyond the introductory course, including two semesters of organic chemistry, two semesters of physical chemistry, one semester of inorganic chemistry, one semes-

ter of analytical chemistry and two advanced chemistry electives. One of the two advanced electives must include a laboratory as part of the course. Physics and calculus are taken in the first year along with general chemistry. Intermediate calculus should be taken the following year. Two semesters of German are strongly recommended and should be taken during the first three years. For the professional degree program, the recommendations of the American Chemical Society's (ACS) Committee on Professional Training should be followed: a second semester of analytical chemistry, a semester of qualitative organic analysis, one semester of physical chemistry laboratory, advanced work in senior year in the traditional areas of chemistry or in areas such as independent research or advanced courses in mathematics or sciences given outside the department. The Chemistry Department is approved by the A.C.S. Committee on Professional Training.

## Major in Classical Studies

Classical Studies offer an experience of liberal education through the study in the original and in translation of two great literatures which have contributed to the formation of Western culture. These include intensive readings in Homer, the historians, the tragedians, and the lyric poets, Plato, Aristotle and later philosophers. Also included are readings in the Roman interpretation of the Greek experience, and a view of the Christian patristic synthesis of Christianity and paideia.

Cooperation with other departments makes integrated programs possible. In the past, students with a major in Classics have gone on to do distinguished work in classical studies, law and related fields at universities across the country.

Requirements: for a major in Greek, 10 Courses. For a major in Latin, 10 courses. For a major in Classics (Latin and Greek) 12 courses, which may include either Elementary Greek (2 courses) or Elementary Latin (2 courses), but not both.

## Major in Economics

The major in Economics provides a critical examination of how the economic system works in the United States and throughout the world. The introductory course, Ec 131-132, is a survey of economic problems, policies, and theory; and required courses in micro theory and macro theory give a deeper analytical foundation. Electives permit further study in a wide range of fields, including money and banking, fiscal policy, international trade, economic development, economic history, capital theory and finance, Soviet economics, comparative economic systems, labor economics, statistics, econometrics, industrial organization, consumer economics, and urban economics. A total of ten three-credit courses is required for the major.

A student choosing to do honors work in economics, whether in a college honors program or not, does independent research and writes an honors thesis under the guidance of an individual professor. The thesis proposal must be approved by the departmental honors director and must be begun by the initiation of classes in the fall term of senior year. Students with outstanding records are also encouraged to elect one or more graduate courses in their junior or senior years.

The major in Economics provides a general background which is useful to those planning careers in law, government service, or business as well as those planning careers as professional economists. Professional economists may



## 22 / Undergraduate Education

### ARTS AND SCIENCES

take up positions as high school or college teachers, as researchers for government agencies or business firms, as administrators or in management positions.

Students with strong analytical ability are urged to fulfill their micro and macro requirements by taking Ec 203 and Ec 204 rather than Ec 201 and Ec 202. Students with good mathematical backgrounds should take Ec 327 and Ec 328 Econometrics, rather than Ec 221, Statistics. Students planning to do graduate work in economics should be sure to take Ec 711-712, Mathematics for Economists, or its equivalent in courses from the Mathematics Department.

## Major in English

New requirements for the English major took effect in the Fall of 1974. The total number of required courses is 8 beyond the 2 Core courses. There are two ways in which the Major can be satisfied. First, the courses may be distributed among various periods and genres (one course in Medieval language and literature, one course in pre-1900 literature, one course in criticism, one course in poetry, and one course in another genre). Second, a student, with the aid and approval of an advisor, may design a sequence of courses to be taken in connection with the student's own interests.

English 102, Studies in Poetry, and English 101, Theory and Practice of Criticism, are considered to be a valuable introduction to the Major field. The Analogy Program (offered every other year), in which students and teachers plan together the courses to be offered, has proven highly successful during its years of operation. In addition, the Department offers courses specifically designed for non-majors and for majors with particular vocational interests, such as law.

Since the tools employed in the study of literature have applicability beyond this specific use, the study of literature may easily be considered to be a part of what has traditionally been called a liberal education. Furthermore, since language is our most important mirror of the human mind, and since literature affords opportunities to study character and action in all their variety the English major provides an important training for any field in which understanding of human behavior is highly valued.

## Majors in Geology or Geophysics

An undergraduate in the Department of Geology and Geophysics may develop a program with emphasis in Geology, Solid-Earth Geophysics, and Fluid-Earth Geophysics (Physical Oceanography and Meteorology), or may formulate a more general course of study in Earth Science. Within the broadly defined constraints discussed below, programs are individually designed to meet the interests and professional objectives of each student. It is recognized that students may wish to major or have concentration in the earth sciences for a variety of reasons including:

- 1) a desire to work professionally in one of the earth sciences,
- 2) a desire to obtain an earth science foundation preparatory to post-graduate work in environmental studies, resource management, environmental law, or other similar fields where such a background would be useful,
- 3) a desire to teach earth science in secondary schools, or
- 4) a general interest in the earth sciences.

Broadly speaking, earth scientists seek by investigation to understand the complicated dynamics and materials that characterize the earth. For some, the emphasis is on the composition, structure, and history of the earth; for others,

investigations are aimed at understanding geologic processes and the modifications of materials they produce. In all the earth sciences, the tools and principles of mathematics, physics, chemistry, and the bio-sciences together with those unique to the fields of geology and geophysics are focused on the studies of the earth. For those planning careers in the earth sciences, therefore, supplemental work in a variety of sciences is required.

Any major in Geology and/or Geophysics may elect to enroll in the Department Honors Program, provided a satisfactory scholastic average has been maintained (3.3 in the major, 3.2 overall). Application to the program should be made no earlier than the beginning of the junior year and no later than the beginning of the senior year. Each applicant must have a faculty advisor to supervise the proposed research project. Honors will be awarded upon: a) successful completion of a thesis based upon the proposed research project as evaluated by the faculty advisor; b) approval by the Undergraduate Program Committee of the thesis and the candidate's academic record.

## Geology

Students majoring in Geology will take the following courses beyond Physical and Historical Geology: Mineralogy, Optical Mineralogy, Petrology and Petrography, Structural Geology, an approved field experience (e.g., summer field camp, Ge 225, etc.), a minimum of two semesters of Calculus, two semesters of Physics, and two semesters of Chemistry. The Department strongly advises four semesters of Calculus for anyone planning a professional career in geology. Elective courses both within and outside the Department will be determined by the student and his or her advisor.

## Geophysics

Students majoring in Geophysics will fulfill the following course requirements: Physical and Historical Geology, Mineralogy, Structural Geology, two semesters of Chemistry, six semesters of Mathematics, four semesters of Physics, two semesters of Geophysics. The student will plan an elective program in consultation with his or her advisor leading to an understanding of either Solid-Earth Geophysics (Seismology, Gravity, Geomagnetism, Heat Flow, Exploration Geophysics) or Fluid Geophysics. Courses in computer science are highly recommended in the elective program.

Students in either the Geology or Geophysics major are urged to fulfill at least one of the elective courses with a project-oriented research course. Students may propose substitutes for particular course requirements to the department undergraduate policy committee.

## Major in Germanic Studies

The major in Germanic Studies is designed to give the student an active command of the German language, an insight into German literature and culture, and to provide the background for graduate study in the field.

Students majoring in Germanic Studies are required to complete a total of 12 courses within the following curriculum:

- 1) Composition and Conversation (2)
- 2) History of German Literature (2)
- 3) Four semester courses in German literature or culture (4)
- 4) Two semester courses in subjects related to German culture such as the following: Dürer and His Contem-



poraries (Fa 341), Adolf Hitler and the Third Reich (Hs 143), Rise of Modern Germany 1815-Present (Hs 441-442), Nietzsche — Prophet of Nihilism (Pl 421), Philosophy of Karl Jaspers (Pl 431), German Existentialism (Pl 458), Marx and Weber: The Origins of Society (Pl 509). Other courses of this nature can be taken subject to the approval of the department. (2)

- 5) Two electives either in German literature (in German or in English translation), or in a second foreign language. (2)

Subject to departmental approval, the Honors Program in German is offered to interested students who maintain a cumulative average of at least 3.3 in German. These students are advised to begin in the second semester of their junior year, under the direction of a member of the Department, a research project which will lead to an Honors Thesis.

## Major in History

The Department of History offers the undergraduate student a variety of courses in Ancient, Medieval European, Early Modern and Modern European, Russian, East European, United States, Latin American, Asian, Near East, and African History. Careful planning, with the advice of faculty members, can provide the student with a sequence of courses which will prepare him or her for the fields of law, government, and the foreign service, and for a career in various international organizations, in journalism, or in teaching at the elementary, secondary, or college levels.

A history major is required to take a two-semester sequence in European Civilization since the Renaissance (selection from any course HS 001-002 through HS 093-94), and a two-semester sequence in American Civilization (HS 181-182). Students planning to concentrate in history are encouraged to take European Civilization in their freshman year, and American Civilization in their sophomore year. Once they have fulfilled these requirements they will have acquired the prerequisite for most elective courses in junior and senior years. Beginning students who have advanced placement or who have successfully passed the departmental qualifying examinations, offered annually in the fall, may substitute an upper-division course in European or American history for these required courses.

In addition to the prescribed courses listed above the history major will be required to complete 8 courses in upper division electives in history, including at least 2 courses in some field of history before 1500. Upper division courses are listed in two categories: intermediate (Hs 150 through Hs 299) and advanced (Hs 300 through 699).

In order to assure a well-balanced program, no more than 4 upper division courses may be earned in any single field. For this purpose the fields are identified as: Ancient, Medieval, Modern Europe, East European and Russian, United States, Latin America, and the Third World.

In order to facilitate the introduction of research techniques the department offers a variety of Readings and Research opportunities. These projects must be arranged between the individual student and professor, and then receive the permission of the departmental chairperson. No more than 2 courses completed in this fashion will count toward the history major degree.

## Independent Major

While under normal circumstances students are advised to follow the formal educational programs offered by the departments, in rare instances, for those students with

special interests or needs which cannot be satisfied in a regular major, or double major, the College provides an extra-departmental major called an "Independent Major". This major requires a student to plan, with the aid of a faculty advisor, an interdisciplinary program involving at least ten upper division courses, normally extending over no more than three departments, and selected in accordance with a clearly defined unifying principle. Such proposed majors should be submitted in writing to the Dean's office before the end of a student's sophomore year. The Dean will arrange a review of each proposal before the Committee on Independent Majors, and this committee will rule on the application and will insure that the major will be comparable in depth and coherence to a typical departmental concentration. Independent majors in American Studies should consult information under that heading.

## Major in Linguistics

The Department of Slavic and Eastern Languages administers a program of concentration in General Linguistics. Combined study with classical or modern languages and literatures, or with social sciences, philosophy, theology, or even with natural sciences, constitutes the essential nature of this program.

The regular program leading to a Bachelor of Arts degree in Linguistics requires a minimum of 12 courses in advanced courses of study and research on matter of a linguistic or philological nature. Students majoring in Linguistics will be required to have proficiency in at least one classical and one modern language and to acquire a working knowledge of at least two additional language areas.

Departmental honors in Linguistics are awarded by citation for outstanding performance in a challenging and active research program.

## Major in Mathematics

The mathematics curriculum is designed to provide a solid foundation in the main areas of mathematics and in addition to provide some introduction to peripheral areas. Course work is offered in preparation for careers in mathematics as well as for graduate study in mathematics, computer science, and industrial management.

The following mathematics courses (or their equivalent) are required: Mt 102-103, an introduction to calculus, and Mt 060, an introduction to computer programming in BASIC, in the freshman year; Mt 202-203, a continuation into multivariable calculus, and Mt 216-217, an introduction to linear algebra, in the sophomore year; Mt 302-303, special topics in advanced calculus, in the junior year. Well prepared students can omit some of these courses and be placed directly into more advanced courses upon recommendation of the chairperson.

In addition to the above courses, two electives at the course level of 400 or above complete the minimum requirements for a student graduating as a mathematics major. Generally, students will take many more than this minimum. The department also strongly recommends that its majors take courses in the Department of Physics or some other area outside the Department of Mathematics which use a substantial amount of mathematics.

The department offers to qualified students the opportunity to graduate with Departmental Honors. For this a student must: (a) complete successfully Mt 212-213, Mt 312-313, Mt 316-317; (b) complete successfully at least six other courses at the level of 400 or above including at least one two-semester course from among Mt 440-441, Mt



## 24 / Undergraduate Education

### ARTS AND SCIENCES

812-813, Mt 814-815, or Mt 816-817; (c) maintain at least a B average in the 12 courses listed in (a); (d) participate in an independent reading or research project. This requirement may be fulfilled by doing extra reading or research in one of the advanced courses (level 400 or above) the student is taking, subject to the approval of the professor. The departmental Curriculum Committee, at the student's request, may waive one or more of the preceding requirements.

### Major in Philosophy

Philosophical study at Boston College provides the opportunity for open-ended inquiry and reflection on the most basic questions that concern man and the ultimate dimensions of his world. In this quest for new and fuller meanings, the Philosophy Department offers a balanced program of courses allowing for concentration in the following specialized areas: Ancient, Medieval and Contemporary; American and Contemporary Continental Philosophy; Philosophy of Religion, Philosophy of Science and Russian Philosophy. In addition to these areas of specialization, provision is made for interdisciplinary programs. Working under the guidance of a faculty advisor students can design a well-balanced program that will thoroughly ground them in the history of philosophy and yet allow for development of their major interests.

Special sections of "core" philosophy courses are also planned for philosophy majors. Undergraduate students may, with the approval of the chairperson and the individual professor, enroll in certain of the graduate philosophy courses.

The Department offers to qualified students the opportunity to do independent research under the direction of a professor and replace one course for three credits, extendable to six credits. Senior majors may work out a special research program as a substitution for normal course requirements. The Department also participates in the Scholar of the College Program, details of which are to be found in the general catalog description of the Program.

Undergraduate majors who plan to do graduate work in philosophy will be prepared more than adequately to meet all requirements of graduate schools.

### Major in Physics

The Department of Physics offers alternative courses of study leading to the B.S. or the A.B. degree.

The B.S. program is primarily for students planning a professional career in physics. Courses are in classical and modern physics and emphasize physical concepts and experimental methods. Necessary mathematical skills are provided to prepare the student for advanced study. The laboratory program offers broad experience in experimental physics and opportunity to work closely with faculty and graduate students on advanced research projects. Minimum degree requirements for the B.S. are: ten approved courses in physics of which at least eight are numbered above 301; Ph 203-204, Ph 405-406, and either Ph 505-506 or Ph 535; mathematics through the level of advanced calculus; and two courses in science outside of physics.

The A.B. program is intended for students who desire a comprehensive understanding of physical science, but do not plan to do graduate work in physics. Substantive physics courses emphasizing physical understanding with a minimum reliance on mathematics are combined with a laboratory program designed to meet the individual interests of the students. An integral part of the A.B. program is an examination of the role of science in our contemporary

technological society. Minimum degree requirements for the A.B. are: eight approved courses in physics of which at least four are numbered above 212; two credits of Introductory Laboratory; Ph 405-406; two courses in calculus; and two courses in science outside of physics.

Waivers of departmental requirements are made by recommendation of the departmental Undergraduate Affairs Committee with approval of the chairperson.

Any physics major with a satisfactory scholastic average (3.3 or higher) who wishes to conduct a program of independent research may apply for entry into the departmental honors program. Application must be made to the Undergraduate Affairs Committee no earlier than the beginning of junior year and no later than the first quarter of senior year. Each applicant must solicit a faculty advisor to supervise the proposed research project. Honors will be granted upon: a) Satisfactory completion of a thesis based on the research project; b) Demonstration through an oral examination of a broad comprehension of physics in general and of the special field with which the thesis is involved. The examining committee shall consist of a two member faculty Honors Committee and one additional examiner from the physics faculty or graduate student body.

### Major in Political Science

Students majoring in Political Science are prepared for political and administrative careers, foreign service, law, journalism, graduate work, and teaching in the social sciences.

Requirements: All students in the department are required to take Fundamental Concepts of Political Science as the first course. A minimum of 8 courses should be taken in Political Science electives distributed among each of the following areas: American Government, Comparative Government, Political Theory and International Politics. Students who select Urban Affairs as the area of concentration may reduce their elective courses in political science from 8 to 7.

### Major in Psychology

The undergraduate program in Psychology is designed to meet the needs of three classes of students: a) those who wish a sound cultural background in the study of behavior; b) those who wish to acquire a thorough undergraduate training in psychology, as majors, in anticipation of professional graduate study; and c) those who wish a basic understanding of human behavior as a supplement to some other major field of concentration.

Students majoring in Psychology must meet the following requirements:

1. Introduction to Psychology in their first year. These courses — Introduction to Psychology as a Natural Science (Ps 073) and Introduction to Psychology as a Social Science (Ps 074) — may be taken in either order.

2. Statistics (Ps 190) in their second or third year.

3. One of the various research practica in either their third or fourth year.

4. At least one elective from the following: Learning Theories (Ps 144), Sensation and Perception (Ps 143), Physiological Psychology I and II (Ps 150 and Ps 151), Cognitive Psychology (Ps 147) or Evolution of Behavior (Ps 270).

5. At least one elective from the following group: Personality Theories (Ps 101), Social Psychology (Ps 131), Social Structure and Behavior (Ps 121), Developmental Psychology (Ps 136), or Abnormal Psychology (Ps 139).



6. Two additional electives, for a minimum of eight Psychology courses. Courses designed primarily for nonmajors (those with numbers below 070) are not to be included among the eight counted toward a major.

7. In addition, Psychology majors must take two departmentally approved courses in mathematics (Mt 004-005, Mt 014-015, Mt 072-073, Mt 100-101 or any Mt course above Mt 100-101) and two courses with laboratories in either Biology (Bi 110-112 or Bi 210-212), Physics (Ph 175-176) or Chemistry (Ch 101-102 or Ch 109-110).

Students interested in graduate training and a professional career in Psychology are strongly urged to take History of Psychology (Ps 215), preferably in their senior year, and to concentrate their choice of electives in the two groups of basic courses listed under (4) and (5) above.

Courses with numbers below 070 are primarily for nonmajors to meet core requirements and do not satisfy requirements for majors. Each course is designed to achieve considerable breadth of coverage organized under a guiding theme. Nonmajors may take Ps 073 and Ps 074; however, these courses will not fulfill the core requirement for nonmajors.

The Psychology Department offers two undergraduate concentrations to its majors: (1) Psychology-Speech Pathology and (2) Psychobiology. Persons intending to seek admission in either of these concentrations should make application to the Chairperson of the Psychology Department preferably during their freshman year.

## Major in Romance Languages and Literatures

The Department of Romance Languages and Literatures offers courses in French, Italian, Portuguese, Rumanian, and Spanish. Students majoring in this discipline may concentrate in French, Italian, Spanish and Portuguese — the latter by arrangement with the Chairperson. They may also take Arabic, Chinese, or Rumanian as second languages. Twelve courses must be completed by majors within the following curriculum of courses:

- 1) Advanced Composition (2)
- 2) Survey of Literature (2)
- 3) A minimum of two period or genre courses in literature (4)
- 4) Two electives to be chosen from the following:
  - a) A second foreign language (2)
  - b) Comparative or Interdepartmental course (2)
  - c) A third period of the major literature (2)
  - d) Cultural backgrounds of literature (2)
  - e) Phonetics (1)
  - f) Advanced Conversation (1)
  - g) Linguistics (1)

It is recommended particularly to majors who intend to go on to graduate work, that they initiate the study of a second foreign language in their sophomore year. For this purpose, courses may be taken in any of the languages listed above.

The major curriculum in Romance Languages is designed to give students an active command of one foreign language and at least a working knowledge of another, a broad insight into the literature and culture of other nations, and a solid preparation for graduate studies in the field.

Although many language majors begin their sequence by taking Survey of Literature in their freshman year, it is possible to major in Romance Languages with only two years of high school preparation. (Students who begin the study of the major language in college should plan to take an intermediate course during the summer following their freshman year.)

Students who plan to major in Romance Languages should consult the Chairperson of the Department with respect to their qualifications and the organization of a program to suit their individual needs and objectives.

The Honors Program in Romance Languages and Literatures is offered to students majoring in French, Italian or Spanish. Students must maintain a cumulative average of 3.0, and an average of 3.3 in their major field to qualify for Departmental Honors and must secure permission of the Chairperson to enter the program.

## Program for Majors in the School of Education

### Plan A

1st year	Survey	2
*2nd year	Advanced Conversation	2
	Century Course	2
3rd year	Advanced Composition	2
	Cultural Background	2
4th year	Century Course	1
	Department Elective	<u>1</u>
		12 courses

\* The courses suggested for Sophomore and Junior years may be taken in any order so long as all four courses are completed before Senior year.

### Plan B

1st year	Composition, Conversation, and Reading Course (R1 101-106 inclusive)	2
2nd year	Survey	2
	Advanced Conversation	2
3rd year	Advanced Composition	2
	Cultural Background	2
4th year	Century Course	1
	Department Elective	<u>1</u>
		12 courses

## Major in Russian

The Department of Slavic and Eastern Languages offers an undergraduate major in Russian. The major consists of ten courses beyond the intermediate level, chosen equally from the upper-level literary and linguistics courses offered in the Department.

Departmental honors in Russian require at least two specific courses in Slavic linguistics, training in a second Slavic language, and an honors paper on some literary, linguistic, or philological topic.

## Major in Slavic Studies

The major in Slavic Studies, administered by the Department of Slavic and Eastern Languages, offers a controlled interdisciplinary alternative to concentration on language and literature alone. Each program is individually composed from offerings in the entire range of Russian and East European area studies available at Boston College, and all programs require at least 12 3-credit courses in non-introductory courses from a minimum of three areas of study.

Departmental honors in Slavic Studies require a senior research project and broad language proficiencies.



Major in Sociology

The undergraduate program in sociology is designed to satisfy the intellectual and career interests of students who are concerned about what is happening in their society and in their daily personal interaction. In occupational terms, this program prepares students for graduate study in sociology, social work, urban affairs, governmental administration, penology, the law, industrial organization, education, etc. The sociological perspective in general and the technical knowledge and skills developed in the program contribute to personal growth and are useful in a broad range of occupations.

The social science core requirement: This requirement may be filled by taking any courses numbered Sc 001-Sc 099; the themes of these courses are concerned with the many groups that the individual forms — families, tribes, communities, and states, and a great variety of social, religious, political, business and other organizations that have arisen out of living together. A course number Sc 100 or below is a pre-requisite for all higher numbered courses.

Sociology Major Requirements: Students who elect to major in sociology must take ten courses in the department, including Sc 100 (or Sc 001), Sc 200, Sc 215, and Sc 210; the remaining elective courses may be taken at any point in one's curriculum; of these electives, at least three must be courses numbered 300-699.

Major in Speech Communication and Theatre

All undergraduates may elect course work in speech communication and theatre, and students in the College of Arts and Sciences or the School of Education may enter major programs in either discipline. Studies in speech science are open to Elementary Education majors in the School of Education and A & S students in the department of Psychology. Study begins with Sa 172 Introduction to Speech Pathology and continues through a planned sequence of courses culminating with clinical experience.

Majors in Communication must complete eleven courses (33 credit hours) in their program of study. These students take at least one class in each of the four areas included in the Communication curriculum. In the first of these areas, students are challenged to improve their oral communication of ideas, and the department has designated Sa 101, Formal Speaking in Public, to meet this requirement. The second area in the study program is concerned with the development of speech theory and practice over the centuries and, in this area, majors are required to take Sa 106, Man & Communication. Studies in the mass media with a major emphasis on radio, television and journalism, comprise the third area. It is expected that communication majors will do course work in two of these media, but they will concentrate in one of them. (Most students do much of their classwork in this third area, but some take numerous courses in the second.) Finally, students in the major program must take one of the several courses which evaluate the media critically.

Majors are reminded, however, that, with departmental consent, they may take two of the courses in their eleven course program in an allied discipline, preferably in one of the social sciences.

Communication majors are also encouraged to complete partial internships in the media, working at TV and radio stations, or writing for newspapers, magazines, and public relations firms. However, internships are opened only to

such students who have achieved and retained a cumulative grade point average of 3.2 or better in all their course work. Interns may begin their work experience in the second semester of their junior year. It should be noted that all courses in the Sa 100 area may be taken by students in partial fulfillment of the university core curriculum under humanities. (These are the so-called cluster courses.) This requirement is for two courses which represent a logical sequence. Department faculty should be consulted on this matter.

The Theatre Program is planned to provide a broad education in the humanities. A study of theatrical history and dramatic literature concentrates on the contribution of theatre to the development of Western civilization. Courses in the technical and performance areas provide the student with an understanding of and creative involvement in the theatrical experience. Major requirements are: Sa 141, Sa 144, Sa 145, Sa 146, Sa 242, Sa 243. Other courses are to be selected after individual counseling. A one credit laboratory requirement, which will be certified on the student's academic record, consists of participation in back stage crew work in at least one major production each year.

Majors in Theatre must complete a program of ten courses (30 credit hours); however, they can, with department consent, elect two of these courses in allied disciplines such as English.

It is important to note that Theatre courses at the 100 level may be employed to meet, in part, university core curriculum requirements under the humanities. (These are included in the so-called cluster courses.) Students selecting classes for this purpose must be sure that their choices reflect a logical progression. Consultation with department faculty is recommended.

Major in Theology

Boston College offers to theology majors opportunities and programs unmatched among major universities. The department has over thirty full-time faculty members and draws upon the services of some twenty other adjunct members. Advanced majors can cross-register into some 700 courses taught by 150 faculty members in the other eight schools of the Boston Theological Institute: Andover Newton Theological School, Boston University School of Theology, Episcopal Divinity School, Harvard Divinity School, Gordon-Conwell Theological Seminary, Holy Cross Greek Orthodox Seminary, Saint John's Seminary, Weston School of Theology. In short, majors have ready access to the resources of one of the world's great theological centers.

The discipline of theology is an intellectual reflection upon the experience of faith. Students major in it for a variety of reasons: as preparation for eventual academic or religious careers, as background for work or teaching in religious education, as an intellectually or personally integrating liberal arts experience, or simply, in conjunction with other academic or career objectives, as an aid to a more effective personal assimilation of the riches of the Western religious tradition.

For this reason, the department's student advisory system arranges, according to each student's needs and abilities, an individualized program within the following framework (includes university core requirements):

Introductory Courses (usually core or level one)	4
Seminar for Majors (usually 2nd or 3rd year)	1



Level Three Electives (with at least 1 course from each of the following three areas: Bible, Church History, Systematic Theology) .....	5
	10 courses

Majors are encouraged to engage in cross-disciplinary work, especially with other humanities departments and the social sciences. Outstanding students are encouraged to write honors theses or become Scholars of the College.

## Special Programs

In addition to the Fields of Concentration offered by individual departments, the College offers a number of special programs. Each of these is designed to provide a coherent grouping of courses in various disciplines focused around selected topics or to offer courses in a specific non-major field. Through these, a student can integrate or enrich his or her academic program.

### American Studies

American Studies is an interdisciplinary program offering a major through the Independent Major. Students interested in this program should apply to the Director of American Studies, who will refer them to an appropriate advisor. After review of their applications by the American Studies Committee, the students will develop an academic program in conjunction with their advisors. The programs will then be submitted to the Independent Major committee for final approval.

The general program for American Studies majors involves a concentration in either History, English, Political Science, Sociology, or Economics, courses in some other aspect of the American experience and a two-semester interdisciplinary senior seminar. Advisors will be assigned according to the students' fields of concentration.

In addition to the many academic courses offered pertaining to various aspects of American civilization, the activities of the American Studies Association provide valuable extracurricular support to the program. Students interested in American Studies should contact Prof. Alan Lawson of the History Department, Hovey House, 232-0707.

### Black and Third World Studies

The Black and Third World Studies Program at Boston College has developed along interdisciplinary lines, allowing students to examine a variety of approaches to solving problems faced by the Black community in America and Third World peoples in developing nations. Related courses are offered in various departments in the university.

Boston College also has a cross-registration program with Boston University, Massachusetts Institute of Technology, Simmons College, and University of Massachusetts (Boston). Under this program students are allowed to take Black and Third World Studies courses which are not offered at Boston College. Interested students should contact the Administrative Assistant in the Black and Third World Studies office, Lyons 301.

### The Cambridge Humanities Seminar

The Cambridge Humanities Seminar is a collaborative effort by universities in the Boston-Cambridge area to enrich and diversify their interdisciplinary offerings in the humanities at an advanced level. The program is centered at M.I.T. and offers subjects to students in the humanities at participating universities during the last two years of

undergraduate and the first two years of graduate work in an area of scholarship periodically determined by its membership. The program currently involves faculty in literature, history, philosophy, and fine arts. Its current subject is the idea of the past as it plays a role in the study of various cultural activities. All subjects have limited enrollment. For further information contact Prof. William Youngren, of the English Department, Carney 428, x3733.

### Environmental Studies

The Environmental Studies Program, under the direction of Professor George Goldsmith, assists students in the design of interdisciplinary projects and programs dealing with environmental matters. Through it, students have access to environmental facilities and resources at fourteen area institutions.

Students in the Environmental Studies Program must major in a specific discipline. They may, however, develop a related concentration in environmental studies by choosing relevant courses from the offerings of various departments on the BC campus and, in some instances, on the campuses of those institutions which have consortial arrangements with Boston College. Credit can also be obtained for independent study and internships with various environmental groups, both government and private.

The Environmental Program sponsors, from time to time, special programs aimed at increasing environmental awareness. Those interested in pursuing studies in this area should contact the Environmental Center, Prof. George Goldsmith, Higgins 453, x3592.

### Irish Studies

Irish studies offers an interdisciplinary approach to Irish and Irish-American culture that includes social and political history, literature, art, and sociology. Information about specific courses can be obtained from Prof. Adele Dalsimer in the English Department, Carney 439, x3723.

### Medieval Studies

This interdisciplinary program is designed to give undergraduates a comprehensive view of the medieval period, including such subjects as history, geography, linguistics, literature, art, philosophy, theology, and science. Information about this program is available from Prof. Joseph Longo, of the English Department, Carney 449, x3708.

### Music Program

This interdisciplinary program is designed to provide the student with an intellectual understanding of Western Music as a science and art. Courses in the history of music include comprehensive analysis of music from the ninth century to the present, outlining major musical forms from simple A B A and Rondo to Sonata-Allegro and Symphonic Poem, from folk song to opera, from organum to fugue. Theory courses include study of chordal structure, counterpoint and instrumentation. Courses specializing on specific periods in history such as Baroque, Classical, Romantic and Contemporary, as well as the theory courses, are identical with courses which elsewhere comprise requirements for the music major within a liberal arts curriculum. Piano performance, the study of music's foundation instrument, is also offered. For students with a special interest in the discipline of music, it qualifies as a clearly defined unifying principle required for an Independent Major.

Music studies are available to all undergraduates within the university. Attendance at concerts on campus as well as



by the Boston Symphony Orchestra, the Boston and Metropolitan Opera companies, visiting artists and orchestras are considered as part of the student's study. For pre-medical, pre-law and business majors, the study of music provides a life-long enrichment. For majors in the Humanities, the music courses offer the study of poetry in tonal art. Information may be obtained from Dr. Olga Stone, Director of Music Program, St. Mary's Hall, Newton Campus, x4438.

#### **Program for the Study of Peace and War**

Since its inception in 1971, the Boston College Program for the Study of Peace and War has provided students with opportunities to study and act upon questions related to violence and conflict management. The goal of the program is to challenge the university community to confront the nature of war and injustice, explore alternatives to these problems, and to construct new institutions and values which encourage peaceful relationships among individuals, groups, and nations.

Two interdisciplinary courses, Perspectives on War, Aggression, and Conflict Resolution, Part I & II, form the core of the program. Instituted in 1974, these courses have involved faculty from the departments of history, sociology, theology, philosophy, psychology, economics, physics, and political science. Perspectives, I is devoted primarily to an investigation of the causes of war and conflict while Perspectives, II presents a series of alternatives to war and injustice.

A student who is interested in pursuing further studies in this area may elect two other interdisciplinary offerings. One such course, The Crisis of World Hunger, offered jointly by the economic, sociology and theology depart-

ments, is an investigation of the nature of the world hunger problem from various perspectives. Its sister course, entitled Energy and Global Conflict, explores the implications of increasingly scarce energy resources for actual and potential international conflict. Both courses seek to integrate analysis of the problems with prescriptions for solutions.

In addition to the four interdisciplinary courses sponsored by the program, an interested student may elect other courses from within the university to build an integrated program in Peace Studies. While curriculum development has been our main focus, the program also sponsors numerous extracurricular activities. We conduct a regular film series, sponsor lecture series, and organize conferences on issues of interest to the Boston College Community. Students interested in this program should contact the Acting Director, David Toscano, McElroy 227, x3479.

#### **Urban Affairs**

The Urban Affairs Program is designed to introduce the student to the analysis of the complex problems of the American city, including those of race relations, administration, poverty, welfare programs, housing, and finance. The program aims to bring together insights from each of the social sciences in an effort to arrive at a greater understanding of the problems in our cities. Students majoring in any of the five social science departments — Economics, History, Political Science, Psychology, and Sociology — may apply to the chairperson of their major department for admission to the program. Information about the program may be obtained from Prof. Allen Wakstein of the History Department, Hovey House, 232-2210.



# School of Education

The School of Education was founded in September of 1952 as the first co-educational undergraduate college on the Chestnut Hill campus. The School of Education is one of four undergraduate schools at Boston College and has as its primary mission the professional preparation of teachers. Students may choose to major in Secondary Education or Elementary Education. The major in Elementary Education offers career options in many areas of human services, and the major in Secondary Education offers a number of choices in the disciplines related to junior and senior high school teaching.

The greatest challenge which has faced the School of Education throughout its lifetime has been the need for effective response to a changing social environment. To meet the needs of recent changes in classroom settings and other related teaching areas, the School of Education has revised its curriculum and as a result of this planning, dramatic curriculum changes have been implemented in the elementary program. Beginning with the Class of 1980, students majoring in the elementary education program will gain the equivalent of ten semester hours of course work in special education. The content will be integrated into the elementary program and provide the necessary background needed by classroom teachers who will be teaching mildly and moderately handicapped children assigned to regular elementary classroom settings.

Elementary majors also have the opportunity to select a specialization such as Special Education, Early Childhood, Speech Science, Bilingual Education, Adapted Physical Education, Reading, Gifted Child and other areas. A specialization will provide students with backgrounds and skills which will be very valuable when seeking employment and acceptance to graduate programs.

Currently, Special Education is by far the most popular specialization within the Education program. Because of the present State regulations requiring elementary certification prior to endorsement as a "special educator," Boston College students who elect to double-major in Special Education will fulfill the program requirements in Elementary and Special Education. Students interested in this field are to declare this double major by the end of the Freshman year.

A program in Special Education which does not lead to certification is available for students seeking employment in residential, educational, and occupational centers for moderately and severely handicapped individuals. The purpose of this specialized program is to prepare students for work with handicapped individuals in other than regular classroom settings.

The Secondary Program has also been revised to meet the needs of prospective junior and senior high school teachers. This program consists of eight (8) education courses and provides an opportunity to relate course work to classrooms off-campus during the sophomore and junior year. A semester of student teaching during the senior year is a vital part of this program. The fields among which a student has to choose a major are: Biology, Chemistry, Physics, English, History, Mathematics, French, Spanish, Speech Communication and Speech Theatre.

## Academic Regulations

All students entering the School of Education are to follow a program of study in selected majors and complete Univer-

sity core requirements and electives necessary to fulfilling degree requirements. All programs lead to the degree of Bachelor of Arts.

## Requirements for the Degree

1.1 The requirement for the Bachelor's degree is the completion, with satisfactory cumulative average (at least 1.5), of at least 38 one-semester courses (each carrying a minimum of three semester-hour credits), normally distributed over eight semesters of four academic years.

1.2 Within the 38 courses, the following 12 courses, comprising the university core curriculum, are required of all students. Students are advised to select core courses very carefully, making sure they satisfy the core in each department in Arts and Sciences. Identification of the core courses can be determined by contacting the appropriate department head in Arts and Sciences and by reference to each semester's Schedule of Courses. Students are encouraged to complete core courses in the freshman and sophomore years.

- 2 courses in European History
- 2 courses in Philosophy
- 2 courses in Theology
- 2 courses in either Natural Sciences or Mathematics
- 2 courses in Social Sciences (Including Sociology, Political Science, Economics, Psychology or Education)
- 2 courses in Humanities (including English, Foreign Languages, Fine Arts, music, speech communication and theatre.)

1.3 The remaining 26 one-semester courses include education major courses (which vary with the particular field of concentration) and electives. Those students majoring in a liberal arts area will complete the same courses in their major as are required of Arts and Sciences students.

## Normal Program

2.1 Program Distribution: The normal course load for freshmen, sophomores, and juniors is five (5) courses each semester; for seniors, four (4) courses. A freshman or sophomore who wishes to take only four courses may do so but must consult with the Associate Dean. A sixth course may be taken by students whose average is B (at least 2.9). A student whose average is between 2.0 and 2.9 must obtain approval for a sixth course from the Associate Dean, and, as with all courses, from the department involved. Average is here taken to mean the student's most recent semester average or cumulative average, whichever is higher. Any sixth course must be designated as an audit or for credit when registering at the beginning of each semester.

2.2 No more than eleven courses may be taken for credit in one year without special permission of the Associate Dean.

2.3 Full-time status for a student in any class requires enrollment in at least four courses in each semester.

2.4 Tuition shall apply per semester as published, even if the student carries the minimum full-time load or less.

2.5 Acceleration: Acceleration of degree programs is possible in exceptional circumstances, provided Dean's approval is obtained at least two full semesters before early graduation and University policies governing acceleration are followed.

2.6 The only courses which a student, after admission to Boston College, may apply toward a School of Education degree (whether for core, major, or total-course requirements) will be those taken at Boston College in a regular course of study during the academic year. The Office of the Associate Dean is authorized to grant exceptions to the



provisions of this regulation for the following situations:

- official cross registration programs;
- the Junior Year Abroad Program;
- official college exchange programs;
- special studies programs authorized by the Office of the Associate Dean
- removal of deficiencies incurred by failure, withdrawal from course, or course underload;
- subject to certain restrictions, courses in the Evening College of Arts and Sciences and Business Administration as approved by the Office of the Associate Dean of Education.

Any of the above exceptions granted must be based on prior written approval from the Associate Dean.

### Transfer into The School Of Education

3.1 The School of Education expects that students transferring into it from other schools of Boston College will have a record free of academic deficiencies and a cumulative average of at least 2.5 and will complete at least four semesters of full-time study in Education after the transfer.

3.2 For students who have transferred from a College or University other than Boston College, courses which have been granted transfer credit and which are similar to the offerings of Boston College will count toward degree requirements.

3.3 Due to the nature of offerings in Education, it is very difficult to complete, in less than three years, a major in elementary education which leads to certification. If transfer credits correspond to the sophomore component of the Elementary program and other alternatives, then the program may be completed in two years. Students wishing to transfer the sophomore component and gain junior status, should consult with the Associate Dean to determine if the courses to be transferred are equivalent.

### Pass/Fail Electives

4.1 In sophomore, junior, or senior year a student may, with the approval of the department offering the course, take an elective course or courses on a pass/fail basis. The course(s) must be in a department other than the one(s) in which the student is majoring; pass/fail evaluations may not be sought in core or major courses. A student must indicate his or her desire to take a course on a pass/fail basis at registration time in the office of the Associate Dean.

4.2 No more than six (6) courses for which the final grade is "pass" will be counted toward a degree.

### Fulfillment Of Requirements By Equivalencies

5.1 In the following circumstances, departments may rule that specific degree requirements may be met by equivalencies for certain courses;

5.2 A student, anytime before senior year, may be relieved of a core requirement without receiving credit by demonstrating, by means of an equivalency examination, to the chairperson of a department that administers courses satisfying the core requirement, that he or she has mastered the content of such a course.

5.3 In certain departments there are courses in which continuation in the second semester is intrinsically dependent upon mastering the content of the first semester. A student who fails or withdraws from the first semester of such a course, may, with the approval of the Associate Dean, be allowed to continue in the course and gain credit and the grade of D- for the first semester by passing the second semester satisfactorily (with a C+ or better if graded). This regulation may be applied also to Pass/Fail electives involv-

ing a two-semester offering provided both semesters are taken Pass/Fail. The grade of Pass, rather than D-, will be awarded for the first semester in such cases. A list of departments and courses where these regulations apply is on file in the Office of the Dean of Arts & Sciences.

### Requirements For Good Standing

6.1 In order to remain in good standing, a student must maintain a cumulative average of C- (at least 1.5) as the minimum standard of scholarship and have passed at least nine courses by the beginning of the second year, nineteen by the beginning of the third year, and twenty-nine by the beginning of the fourth year.

6.2 Failure to maintain good standing, either through a low cumulative average or by incurring failures and/or withdrawals, or by taking an underload, will result in the student's being placed on warning, or being required to withdraw from the School, as the Academic Regulations Board shall determine. Unless the student returns to good standing by the approved methods (see Course Make-Up) or should the student incur additional failures or withdrawals, or carry an underload, while on warning, the student will be required to withdraw from the School at the time of the next annual review.

6.3 A student who has not passed seventeen courses after two years or twenty-seven after three years will be required to withdraw. If seven courses are not passed in one year, withdrawal will be required. If a student passes only one course in a semester, the Academic Regulations Board may require immediate withdrawal.

### Course Make-Up

7.1 A student who has failed or withdrawn from a course may make up the credit by passing an additional approved course during the regular school year or in a summer session at Boston College (with a grade of at least D-), or at another accredited college (with a grade of at least C-). All make-up courses must be authorized by the Office of the Associate Deans prior to registration in them.

7.2 To make up deficiencies, no more than three approved three-credit courses or their equivalent will be accepted from any one summer session; and no more than a total of four approved three-credit courses or their equivalent will be accepted from two or more sessions in the same summer.

7.3 A student who has been or will be required to withdraw may seek approval of the Associate Dean for summer courses, and may thereby become eligible for consideration for reinstatement. A student who does not receive permission for summer courses or who fails to achieve creditable grades in approved summer courses will not be allowed to matriculate in the School of Education for at least a semester.

### Class Attendance

8.1 As part of their responsibility in their college experience, students are expected to attend classes regularly. Students who are absent from class or field experience will be evaluated by faculty responsible for the course to ascertain their ability to achieve the course objectives and to decide their ability to continue in the course.

8.2 A student who is absent from class is responsible for obtaining from the professor or other students, knowledge of what happened in class, especially information about announced tests, papers, or other assignments.

8.3 Professors will announce, reasonably well in advance, all tests and examinations based on material covered in class lectures and discussions, as well as on other assigned



material. A student who is absent from class on the day of a previously announced examination is not entitled, as a matter of right, to make up what was missed. The professor involved is free to decide whether a make-up will be allowed.

8.4 In cases of prolonged absence, due to sickness or injury, the student or a family member should communicate with the Dean of Students and the Associate Dean of the School as soon as the prospect of extended absence becomes clear. The academic arrangements for the student's return to courses should be made with the Associate Dean of the School of Education as soon as the student's health and other circumstances permit.

## Professional Field Experiences

9.1 Sophomore and junior field experiences are an essential part of the curriculum in the School of Education. Attendance is required of all students assigned to cooperating school systems and agencies. When a student is absent, it is his or her responsibility to inform the school or agency and the Director of Field Experiences.

9.2 The student-teaching experience in the senior year must be completed by all students seeking certification. A cumulative grade point average of C (2.0) and successful completion of all courses leading to student teaching will be necessary for acceptance. All students will be screened as to their eligibility and any who fail to meet the standards (academic, health, maturity) will be excluded from Student Teaching. Those so excluded will take courses on campus during the semester to qualify them for a degree from Boston College, but not for recommendation as future teachers. No student will be allowed to overload while taking Student Teaching.

9.3 Experiences in schools and agencies are a vital part of the curriculum in the School of Education. The facilities utilized for these experiences are located in Boston and neighboring areas. Students are responsible for providing for their own transportation to and from these facilities.

## Leave Of Absence

10.1 A student in good standing who desires to interrupt the normal progress of an academic program and to resume studies at Boston College within a year may petition for a leave of absence. The process begins in the Office of the University Registrar (Lyons 101). A leave of absence will not normally be granted to students who expect to do full-time academic work at other institutions and will be extended for no more than one year, although petition for renewal is possible.

## Academic Integrity

11.1 Students at Boston College are expected to have high standards of integrity. Any student who cheats or plagiarizes on examinations or assignments is subject to dismissal from the College. Cases involving academic integrity shall be referred to the Dean's Office for adjudication.

## Senior Awards and Honors

*General Excellence Award:* This award is presented by the Boston College School of Education to a senior for outstanding achievement in all courses of study during his or her four years, and who qualifies for a teaching certificate.

*The Blessed Edmund Campion Award:* An award presented by the Boston College School of Education for excellence in an academic major.

*The Dr. Marie M. Gearan Award:* An award presented in

Honor of Dr. Marie M. Gearan, a member of the originating faculty and first Director of Student Teaching, awarded to a member of the senior class for outstanding academic achievement, campus leadership, and distinguished success as a student teacher.

*The Blessed Richard Gwyn Award:* An award presented by the Boston College School of Education to a member of the senior class for outstanding promise as a secondary teacher.

*The Rev. Henry P. Wennerberg, S.J. Award:* An award presented in Honor of Reverend Henry P. Wennerberg, S.J., the first spiritual counselor in the School of Education, to a member of the senior class outstanding for participation and leadership in school and campus activities.

*The John J. Cardinal Wright Award:* A good teacher is one who is dedicated to the art of motivating his or her students to learn. This award, in Honor of His Excellency John J. Cardinal Wright, is awarded to that senior who has shown expert use of his or her creativity and imagination in the area of motivation, and in doing so has fully dedicated him or herself to education and educational ideals.

*The John A. Schmitt Award:* The John Adam Schmitt Memorial Award is given to a member of the Boston College School of Education community who, as Professor Schmitt, has consistently demonstrated compassion for his fellow man, integrity in his dealings with others, diligence in his profession, and courage in the pursuit of what he believed to be right.

*The Mr. and Mrs. Vincent P. Roberts Award:* An award presented to a member of the senior class who is distinguished for loyalty to the ideals and purposes of the School of Education.

*The Council For Exceptional Children Award:* Annual award to a man in the senior class — A member of the Boston College Chapter of the Council for Exceptional Children — for demonstration of unusual service dedicated to the care and education of handicapped children.

*The Council For Exceptional Children Award:* Annual award to a woman in the senior class — A member of the Boston College Chapter of the Council for Exceptional Children — for demonstration of unusual service dedicated to the care and education of handicapped children.

## MAJORS IN EDUCATION

### Major in Elementary Education

The major in Elementary Education prepares students for teaching normal and mildly handicapped children in regular settings in kindergarten through grade six.

All elementary education majors receive instruction in etiology, identification, assessment and program development for children having mild handicapping conditions. The equivalent of ten semester hours for the non-specialist is integrated into this program which addresses itself to the expanding role of the regular classroom teacher.

### Education Course Requirements for the Elementary Major are:

FRESHMAN	University Core Requirements Communication in Education
SOPHOMORE	University Core Requirements Conducting Educational Interactions I Conducting Educational Interactions II Developmental Foundations Learning Environments and Problem Behaviors Educational Measurement Electives



JUNIOR	Methods Teaching Reading Methods Teaching Language Arts Methods Teaching Social Studies Methods Teaching Math Methods Teaching Science History of Western Education Electives	Educational Assessment for Children with Special Needs Elective
SENIOR	Student Teaching Philosophy of Education Electives	SENIOR Student Teaching: Elementary Student Teaching: Special Education Philosophy of Education Introduction to Speech and Language Disorders Electives

Major in Elementary Education-Special Education

The program in Special Education prepares teachers to work with mildly and moderately handicapped children in regular classrooms, resource centers, and in substantially segregated educational settings. Students seeking special education must also fulfill the courses in regular Elementary Education.

Students electing this major will enroll in Ed 206, Habilitation of Individuals with Special Needs, during the first semester of the sophomore year. Majors are expected to perform an aide/assistant practicum in the Boston College Campus School for Exceptional Children during the Sophomore year when taking Ed 038, Developmental Foundations. The evaluation of each student's performance in this practicum provides an early indication both to the student and the Special Education faculty as to the student's potential for a career in Special Education. Majors in Special Education will student teach in both regular and special education settings.

The Special Education program provides an excellent background for those who desire to enter graduate studies in this field. The Division of Special Education offers graduate programs in the areas of moderate special needs (learning disorders and behavior disorders) diagnostic and prescriptive teaching, the visually handicapped (including Peripatology), and in the deaf/blind and other multihandicapping conditions.

Education course requirements for the Elementary-Special Education major are:

FRESHMAN	University Core Requirements Communication in Education
SOPHOMORE	University Core Requirements Conducting Educational Interactions I Conducting Educational Interactions II Developmental Foundations Learning Environments and Problem Behaviors Educational Measurement Habilitation of Individuals with Special Needs Electives
JUNIOR	Methods Teaching Reading Methods Teaching Language Arts Methods Teaching Social Studies Methods Teaching Math Methods Teaching Science History of Western Education Classroom Management: Children with Special Needs Educational Strategies for Children with Special Needs

Specializations With Elementary Major

Early Childhood

The specialization in Elementary-Early Childhood Education prepares teachers to work in daycare and early intervention programs, nursery school, kindergarten and early primary-grade settings. To develop teaching competencies, students participate in supervised field experiences in a variety of settings, preschool through second grade. Other placements such as hospitals and museums also may be arranged. A cooperating nursery school near the College is closely affiliated with the Program and provides a place where students can have continuing field experiences over several years.

Education Course requirements for specialization in Elementary-Early Childhood Education are:

FRESHMAN	University Core Requirements Communication in Education
SOPHOMORE	Conducting Educational Interactions I Conducting Educational Interactions II Developmental Foundations Learning Environments and Problem Behaviors Educational Measurement Early Childhood Development Electives
JUNIOR	Methods Teaching Reading Methods Teaching Language Arts Methods Teaching Social Studies Methods Teaching Math Methods Teaching Science History of Western Education Curriculum and Methods in Early Childhood Education *Electives
SENIOR	Student Teaching-Early Childhood Philosophy of Education Issues in Early Childhood Education Reading and Language Arts, Preschool through Grade 2 or Quantitative Skill Development- Preschool and Kindergarten *Electives

\*The following electives are recommended for Early Childhood Specialization.

Faculty advisor will guide as to semester and year to take electives.

- Children's Literature
- Problems in Urban Education



Elementary Methods of Physical Education  
 Creative Dramatics  
 Conversational Spanish for Nurses and Social Workers  
 Politics of Health and Welfare  
 Urban Affairs Symposium  
 Psychology of the Gifted

### Speech Science

The specialization in Elementary-Speech Science (Speech Pathology) prepares students for graduate study at the Master's level in Speech Science and as regular elementary classroom teachers. Students interested in this specialization are to take Sa 172, Introduction to Speech Pathology during the first semester of the Freshman year.

### Education Course requirements for specialization in Elementary-Speech Science are:

FRESHMAN	University Core Requirements Communication in Education Introduction to Speech Pathology Phonetics
SOPHOMORE	Conducting Educational Interactions I Conducting Educational Interactions II Developmental Foundations Learning Environments and Problem Behaviors Educational Measurement Language Acquisition Anatomy and Physiology of the Vocal Mechanism Diagnostic Procedure Articulation: Theories and Therapies Electives
JUNIOR	Methods Teaching Reading Methods Teaching Language Arts Methods Teaching Social Studies Methods Teaching Math Methods Teaching Science History of Western Education Audiology I Clinical Methods Clinical Practice Seminar Elective
SENIOR	Student Teaching Philosophy of Education Seminars Clinical Practice Electives

Students are to elect two courses in Psychology: Abnormal Psychology and any core course which serves as a prerequisite for Abnormal Psychology.

### Adapted Physical Education

The specialization in Elementary-Adapted Physical Education prepares students for graduate study at the Master's level in physical therapy, occupational therapy and physical education, and as regular elementary classroom teachers. Students interested in this specialization are to take Biology I and Lab and Biology II and Lab during the Freshman year. Biology will fulfill the University core requirement in Science.

### Education Course requirements for specialization in Elementary-Adapted Physical Education are:

FRESHMAN	University Core Requirements Communication in Education Biology I and Lab Biology II and Lab
SOPHOMORE	Conducting Educational Interactions I Conducting Educational Interactions II Developmental Foundations Learning Environments and Problem Behaviors Educational Measurement Anatomy and Physiology I and Lab Anatomy and Physiology II and Lab Applied Anatomy and Kinesiology Elementary Methods of Physical Education Electives
JUNIOR	Methods Teaching Reading Methods Teaching Language Arts Methods Teaching Social Studies Methods Teaching Math Methods Teaching Science History of Western Education Applied and Therapeutic Physical Education Personal Skills in Individual and Team Sports Habilitation for Individuals with Special Needs Electives
SENIOR	Student Teaching Philosophy of Education Classroom Management: Children with Special Needs Educational Strategies for Children with Special Needs Electives

### Bilingual Education

The specialization in Elementary-Bilingual Education prepares students to teach in elementary schools with bilingual settings. Students interested in this specialization are to complete an elementary major plus:

Caribbean History and Culture  
 Methods in Bilingual Education  
 Student Teaching-Elementary/Bilingual

Child Growth and Philosophy of Education are part of the elementary program. This specialization will lead to state (Massachusetts) certification in Elementary and Bilingual Education.

Students in Bilingual will also need to have proof of a speaking and reading ability in a language other than English, communicative skills in English and an understanding of the history and culture associated with the language other than English. The Bureau of Bilingual Education is responsible for determining the applicant's skills and knowledge described in this requirement and reporting this to the Bureau of Teacher Certification and Placement. Applicants should contact that office for information about the process.

### Other Specializations

Other specializations, listed below, are available to Elementary majors during the four-year program. Majors should



consult with the advisors responsible for the specializations during their Freshman year.

Elementary-Reading  
 Elementary-Science  
 Elementary-Gifted Child  
 Elementary-Math  
 Elementary-Education Media and Creative Arts  
 Elementary-Education Media in Communica-  
 tions

## Major In Special Education-Noncertification

To meet the needs of students in special education seeking employment in residential, educational and occupational centers for moderately and severely handicapped individuals, a major which does not lead to certification has been designed. The purpose of this major is to prepare students for work with handicapped individuals in learning situations other than the usual public and private classroom settings.

### Education Course requirements for major in Special Residential/Vocational Learning Environments are:

FRESHMAN	University Core Requirements Communication in Education
SOPHOMORE	University Core Requirements Conducting Educational Interactions I Conducting Educational Interactions II Learning Environments and Problem Behaviors Developmental Foundations Educational Measurement Habilitation of Individuals with Special Needs Electives
JUNIOR	History of Western Education Occupational Preparatory Skills Independent Living Skills Classroom Management: Children with Special Needs Educational Strategies for Children with Special Needs Educational Assessment of Children with Special Needs Electives (approved by advisor)
SENIOR	Internship in Alternative Environments Research Seminar in Major Introduction to Speech and Language Disorders Philosophy of Education Electives

Elective choices are to be approved by the advisor responsible for the major. To meet individual needs of students involved in this program, it is necessary that these choices are planned with the advisor.

## Major in Secondary Education

The major in Secondary Education prepares students for teaching in the junior and senior high schools. The field-experience component which is offered during the sophomore, junior and senior years is an integral part of the professional course work. The purpose of the field experience is to relate theory to practice.

The major in Secondary Education will benefit those

students who are interested in gaining certification as a teacher, who want to achieve an in-depth major in a discipline, and who want to apply elective courses to enhance the major and professional course work. Boston College has, as its goal, the preparation and development of teacher-scholars, the educational leaders of the future.

Students may prepare in the following disciplines:

Biology	Mathematics
Chemistry	French
Physics	Spanish
English	Speech
	Communication*
History	Speech Theatre*

Courses in a discipline are taken in the appropriate departments and requirements may be found in this bulletin under the College of Arts and Sciences.

\*are to elect courses in English or another appropriate discipline.

### Education course requirements for the Secondary Major are:

FRESHMAN	University Core Requirements
SOPHOMORE	Curriculum Development Secondary Lab Methods* Educational Psychology and the Adolescent University Core Requirements Major Courses in Discipline Electives
JUNIOR	Special Methods Secondary Lab Methods* Educational Measurement Major Courses in Discipline Electives
SENIOR	Student Teaching Philosophy of Education Major Courses in Discipline Electives

\*This course for one-hour credit consists of observation in an assigned secondary school. It is recommended that this course be taken with Curriculum Development. If this is not possible, it must be taken with Special Methods. This course is a prerequisite to Student Teaching.

Suggested electives are:

Effective Oral Communication  
 Media and Curriculum  
 Reading Instruction in Secondary School  
 Legal Aspects of Teachers and Students  
 Problems and Issues with Administration of Public Schools  
 Introduction to Computer Programming

## Minor in Secondary Education for Students in Arts and Sciences

Students majoring in Biology, Chemistry, Physics, English, History, Mathematics, French, Spanish, Speech Communication and Theatre in the College of Arts and Sciences may apply to minor in Education. This program begins in the Junior year and interested students should contact the Coordinator of Secondary Education or the Associate Dean in the School of Education during the first semester in the sophomore year. Only those students majoring in the disciplines listed above may apply for a minor in Education.



# School of Management

In order to meet an ever increasing demand for undergraduate liberal and professional education for the modern world of business, the College of Business Administration was inaugurated as an integral part of Boston College in 1938. The first freshman class of the College met in downtown Boston, but a rapid expansion of the program caused the College to be moved out to the Chestnut Hill campus in 1940. Following World War II, the College of Business Administration moved to its own new permanent building — Fulton Hall — which had been especially constructed for it on the main campus with well-equipped lecture halls, conference rooms, and its own large library. In the Fall of 1957 the Graduate School of Business Administration was founded. In October, 1969, the Directors of the University voted to incorporate both schools into a School of Management with an Undergraduate and a Graduate Division. The name School of Management is in itself a reflection of our goals and objectives — to educate the managers and leaders of organizations, whether business, government, hospital or education oriented.

## Objectives of the School of Management

In recent years, a great deal of attention has been directed toward determining the most effective approach for the education of managers. Perhaps no other segment of the academic community has subjected itself to such penetrating self-analysis. The consequence of this effort is the recognition of the need for professional education based on broad knowledge rather than specialized training. There is a great need for managers who have the necessary psychological attitudes and professional skills to enable them to be effective in a world of change. Imaginative people must emerge who have an interest in processes and a desire to create new forms. If schools of management are to meet these needs, they must provide future managers with a knowledge of the methods and processes of professional management and an understanding of the complex and evolving social system within which they will apply this knowledge. Thus, the challenge is in developing competence in the application of professional skills to the solution of the external as well as the internal problems of organizations.

The primary objective of the graduate and undergraduate management programs at Boston College is to provide a broad professional education that will prepare the student for important management positions in business and in other institutions. A manager is viewed as a person who makes significant decisions and assumes the leadership responsibility for the execution of these decisions. Toward this end, the undergraduate program of study is designed to accomplish the following goals:

1. Liberal Education: To provide students with a broad educational foundation of course coverage in arts and sciences, including English, mathematics, social sciences, history and the natural sciences.
2. Professional Core: To develop in the students a sound background knowledge of the concepts, processes, institutions, relationships, and methods of modern management.

3. Advanced Professional Interest: To allow students the opportunity to explore areas of professional interest through advanced course work in specific professional disciplines.
4. Personal Development: To encourage students to develop, as individuals, those attitudes, skills, and commitments which best equip them to perform effectively as responsible leaders in business and in society.

## Requirements for the Degree

The basic requirement for the Bachelor of Science degree is the completion of thirty-eight (38) one-semester courses distributed over eight semesters of four academic years with a cumulative average of at least a C- (1.5). Within these thirty-eight courses is the core curriculum of fourteen liberal arts courses required of all students. The remaining twenty-four courses include sixteen management courses, two liberal arts electives and six free electives.

### Lower Division-Freshmen and Sophomore Curriculum

University Core		Business Core		Free Electives	
English	2	*Accounting	2		
Mathematics	2	*Economics	2		
Theology	2	*Statistics	1		
Philosophy	2	*Legal Environment	1		
History	2				
Social Science	2				
Natural Science	2				
Arts & Sciences Courses	14	Management courses	6	Free electives	0

### Upper Division-Junior and Senior Curriculum

University Core		Business Core		Free Electives	
Arts & Sciences electives	2	Introductory Business:	5	Free Electives	6
		*Computer Science			
		*Basic Finance			
		*Basic Marketing			
		*Organizational Behavior			
		*Management and Operations			
		*Administrative Strategy and Policy	1		
		Concentration	4		
Liberal Arts requirement	2	Management requirement	10	Free electives	6

\*Common Body of Knowledge

### Common Body of Knowledge

To provide the student with the common body of knowledge in business and administration, the programs include as part of their course of instruction the following:

- (a) a background of the economic and legal environments of business enterprise along with consideration of the social and political influences on business;
- (b) a basic understanding of the concepts and methods of accounting, quantitative methods, and information systems;
- (c) a study of organization theory, interpersonal relationships, control and motivation systems, and communications;
- (d) a background of the concepts, processes, and institutions in marketing and distribution, production, and financing functions of business enterprise;



- (e) a study of administrative processes under conditions of uncertainty including integrating analysis and policy determination at the overall management level.

## **Academic Regulations**

### **Requirement for Good Standing**

In order to remain in good standing, a student must maintain a cumulative average of C- (1.5) as the satisfactory standard of scholarship, and have passed at least nine courses by the beginning of the second year, nineteen courses by the beginning of the third year and twenty-nine courses by the beginning of the fourth year.

Failure to maintain this requirement will result in the student being placed on warning or probation, or being required to withdraw from the College.

### **Course Deficiency**

A student who fails or withdraws from a course(s) or who takes less than the normal course load must make up the course(s) by attending summer school at Boston College or at another approved college. Credit for such a course will not be granted unless the consent of the Associate Dean has been previously obtained. Three deficiencies or more in one academic year will result in dismissal from the College.

### **Class Attendance**

Attendance at class is obligatory for all freshmen except those on the Dean's List. The administrative penalty for those excessive absences is loss of credit for the course(s) involved. Further details concerning this rule will be found in the UNIVERSITY STUDENT GUIDE. Attendance in class for the other years is free and is left to the maturity and responsibility of the individual student; however, certain courses because of their special approach require attendance, e.g. Md 099 — Administrative Strategy and Policy.

In cases of prolonged absence due to illness or injury, a student or a member of his or her family should communicate with the Dean of Students and the Associate Dean of the School of Management as soon as the prospect of prolonged or extended absences become clear. The academic arrangements for the student's return to classes should be made with the Associate Dean of the school as soon as the student's health and other circumstances permit.

### **Eligibility of Student Activities**

A student who is not in good standing either through a low cumulative average or by incurring failures and/or withdrawals, or who has passed fewer than four courses in the preceding semester is automatically ineligible to participate in any extracurricular activities or in intercollegiate sports.

### **Normal Program**

The normal program for freshmen, sophomores, and juniors is five courses each semester; for seniors four or five courses. A sixth course may be taken by students who have a cumulative average of B (2.9) and have the permission of the Associate Dean. Course credit will not be granted for students that do not have permission prior to registering for the course. Full time status for a student in any class requires enrollment in at least four courses each semester.

### **Leave of Absence**

A student in good standing who desires to interrupt the normal progress of an academic program and wishes to resume studies at Boston College within a year may petition for a leave of absence. The process begins in the Office of the University Registrar. A leave of absence will not be granted to students who expect to do full time academic work at another institution, and will be extended for no more than one year, although petition for renewal is possible.

### **Academic Integrity**

Students at Boston College are expected to have high standards of integrity. Any student who cheats or plagiarizes on examinations or assignments is subject to dismissal from the College. Cases involving academic integrity shall be referred to the Dean's Office for adjudication.

## **Special Academic Departments and Programs**

### **Organizational Studies Department**

The Organizational Studies Curriculum is designed to give students in any major an increased awareness and understanding of individual, interpersonal, group and leadership styles and effectiveness. It also examines emerging concepts of organization design and development. The stress is on increasing the ability of the student to work more effectively and become more influential in organizations of any type, including industrial organizations, educational institutions, government, hospitals, financial institutions, etc. These institutions have found widespread need for the application of the behavioral sciences. A central thrust of the Program concerns the ways in which the student can become more effective and influential in the groups and organizations to which he or she currently belongs and with which he or she will become involved in his or her career as a manager.

Students taking courses in this area will become well grounded in understanding human behavior, communications, group behavior, effective managerial and leadership styles, systematic analysis of human behavior, entering organizations more effectively, and understanding more about organizational design, including ways in which organizations can become more adaptive and change oriented.

An area of concentration is not offered directly, since the curriculum cuts across all departments and areas of organizations. However, students can concentrate in this area through the General Management Concentration.

Courses offered:

Mb 021 Introduction to Behavior in Organizations\*\*

Mb 106 Interpersonal Communication\*

Mb 107 Organizations in Society

Mb 109 Human Groups\*

Mb 110 Career Planning and Development

Mb 123 Methods of Inquiry into Human Behavior\*

Mb 125 Field Studies of Leadership: A Comparative Approach

Mb 126 Laboratory in Management Practice

Mb 153 Creativity in Organizations

Mb 310 The Politics of Organizational Power

\*May be used to satisfy University Social Science Core

\*\*May be used to satisfy University Social Science Core except for students in the School of Management (required course)



## Management Honors Program

To be considered for admission to the Honors Program, a student must have a Dean's List average for Freshman year, exhibit an ability to work well with others and desire to develop abilities by being involved in the functions associated with the Program. Throughout the Program a participant is expected to remain on the Dean's List and actively participate in planning and executing Program functions.

The Honors Program has as its goal the development of professional skills and leadership ability in the organizational world. Courses associated with the program are described in this catalog under the Management Honors (Mh) heading. A brochure giving more complete details regarding requirements and activities will be mailed on request.

## Pre-Professional Studies for Law

Although there is no prescribed academic program which can be considered "pre-legal," the School of Management does provide an opportunity for the student to develop analytical powers and a capacity in both oral and written expression in a number of "Case-type" courses.

Of prime importance to the pre-law student, then, is the development of clear reasoning power, a facility for accurate expression, a mature balance of judgment, and the ability to appreciate the moral, social and economic problems related to the administration of justice in modern society.

Through its curriculum, which blends the liberal arts with professional course work, the School of Management offers an ideal opportunity to develop these qualities. In addition, the School of Management staff includes a highly-competent pre-legal advisory counseling group. Together, these provide an excellent preparation for the legally-oriented student.

## Loyola Lectures

Throughout the academic year Boston College is the host to national and international authorities not only in business, but in government, literature, religion, the arts, science, human relations and law. The university, the colleges and departments sponsor the visits of the renowned in these fields to give the students an added dimension to their collegiate careers. The School of Management is the sponsor of the Loyola Lecture Series. Each year two national or international figures are invited to the campus for the purpose of stimulating provocative discussions on national and international affairs. Recent speakers included Sean Lamass, Vance Packard, William Sullivan of the F.B.I., Father Umberto Almazan, Dr. Tran Van Chuong, F. Lee Bailey, Ralph Nader and Jack Anderson.

## Senior Awards and Honors

*The Reverend Thomas I. Gosson, S.J. Award:* A Gold Medal founded by Boston College for general excellence in all courses of study during the four years in the School of Management.

*The Patrick A. O'Connell Marketing Award:* A Gold Medal founded by Patrick O'Connell for excellence in all courses studied in the major field of Marketing.

*The Patrick A. O'Connell Finance Award:* A Gold Medal founded by Patrick O'Connell for excellence in all courses studied in the major field of Finance.

*The John B. Atkinson Award:* Founded by Mr. John B. Atkinson for excellence in all courses studied in the major field of Management.

*The Reverend Charles W. Lyons, S.J. Award:* A Gold Medal

founded by Boston College for excellence in all courses studied in the major field of Accounting.

*The Arthur Anderson Award:* In Computer Sciences awarded to the student who, by the vote of the Department Faculty, has demonstrated outstanding achievement in the major field of Computer Sciences.

*Delto Koppa Chapter of Delto Sigma Pi:* A professional fraternity in Business Administration awards a Gold Key annually to a senior student in the School of Management, who, in the opinion of the faculty committee, has attained high scholastic achievement for all management courses during four years of study at Boston College.

*The James D. Sullivan, S.J. Award:* A gift of the Student Senate of the School of Management is awarded to the senior, who, in the judgment of a faculty committee, is outstanding in character and achievement.

*The Matthew J. Toomey Award:* is presented annually by Mr. Knowles L. Toomey to honor the outstanding student in the School of Management Honors Program.

*The Wall Street Journal Award:* A Gold Medal and a year's subscription to the Wall Street Journal given to the senior, who, in the opinion of the faculty committee, has demonstrated outstanding achievement in his or her major field of study.

*The William I. Lee Accounting Award:* An annual award given by the National Association of Accountants to a high ranking senior accounting major.

*The Raymond J. Aherne Award:* Given annually to the outstanding senior majoring in Finance. The nominees are voted upon by the seniors in the Academy and final selection is made by a student-appointed faculty interviewing committee. The award represents the recognition of one's own peers as being a leader in his or her field.

*The James E. Shaw Memorial Award:* This award is to a senior in the School of Management who has been accepted to a recognized Law School. This student demonstrates a strong personal interest in the welfare of fellow students. The recipient is selected by a faculty committee of the School of Management.

*The Hutchinson Memorial Award:* a plaque presented by the American Marketing Association, Boston Chapter, to the outstanding marketing student for academic and extra-curricular achievement.

## FIELDS OF CONCENTRATION

### Accounting

The curriculum for students who concentrate in Accounting is designed to provide them with a broad understanding of the theory and the techniques of Accounting. The comprehensive training offered in Accounting is aimed at preparing students for executive positions in business or government, such as that of controller, chief accountant, internal auditor or budget director.

### Courses Required for a Concentration

#### Junior Year

Ma 251	Intermediate Accounting I
Ma 252	Intermediate Accounting II
Ma 355	Cost Accounting

#### Senior Year

Ma 361	Advanced Accounting I
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### C.P.A Requirements

For those students who intend to practice as Certified Public Accountants, a special program should be followed to



## 38 / Undergraduate Education

### MANAGEMENT

meet the requirements of the particular state statute covering C.P.A. Some states require a total of 120 credit hours even though degree requirements may be less for particular educational institutions. The recommended program is as follows:

#### Junior Year:

Ma 251	Intermediate Accounting I
Ma 252	Intermediate Accounting II
Ma 355	Cost Accounting
Mj 151	C.P.A. Law

#### Senior Year

Ma 361	Advanced Accounting I
Ma 362	Advanced Accounting II
Ma 363	Tax Accounting
Ma 364	Auditing

The following two courses are also recommended:

Ma 604	Accounting Theory
Ma 605	Computer Based Accounting Systems

These courses may only be taken with permission of the Department Chairperson.

## Computer Sciences

The curriculum for a student concentrating in Computer Sciences is designed to provide understanding, knowledge and skills in a rapidly developing discipline. Computers have permeated many facets of human endeavor in recent years to the extent that an intelligent approach to many areas of study is predicated on being able to use computers intelligently. Computers themselves deserve study especially when one considers that the use of computers involves processes fundamentally new. Society has exhibited a widespread need for computer applications, systems and services. As computers have emerged, so has the use of quantitative methods to study complex decision problems in a variety of organizational settings (i.e., industry, education, governments, hospitals, financial institutions, etc.).

The Computer Sciences Program at Boston College has two principal functions. First, it provides introductory computer science courses to all segments of the university with special attention given to the School of Management Core Curriculum. Second, it furnishes in depth exposure in the fields of Operations Research, Statistics, and Computer Science to those students desiring to pursue these areas either because they are interested in entering these fields upon graduation, or because they would like to further investigate these areas at the graduate level. While four courses beyond the School of Management core are required of all students concentrating in Computer Sciences, each student may structure these courses plus additional offerings, so that he or she may place special emphasis on either computing and information systems or on analytic techniques and statistics. Each "concentrator" should develop a plan of study in conjunction with a faculty member so that the student's objectives are most clearly met by his or her selection of courses.

### Courses Required for a Concentration

Mc 350	Structured Programming
Mc 400	Business Systems
Mc 452	Computer Organization
Mc 392	Operations Research

The student may begin to take these courses at any time if individual prerequisites have been fulfilled. Students are encouraged to distribute their courses in this area so that each semester might provide for a sampling of other areas

in the University. As Mc 350 Structured Programming is a prerequisite for several other courses it should usually be taken before the second semester of the Junior Year. Those students desiring preparation at greater depth, as might be required if further graduate training is anticipated or if programming is a definite career choice, should plan on taking at least two further electives in the area.

### Elective Offerings

Mc 156	Statistical Analysis
Mc 361	Simulation Methods
Mc 365	Systems Analysis
Mc 370	Technological Impact
Mc 384	Applied Statistics
Mc 402	Artificial Intelligence
Mc 404	Theory of Machines and Languages
Mc 406	Data Structures
Mc 450	Programming Systems
Mc 454	Computer Graphics
Mc 606	Forecasting Techniques
Mc 608	Cases in Management Science

## Economics

The major in Economics provides a critical examination of how the economic system works in the United States and throughout the world. Required courses in micro theory and macro theory build on the analytical foundations developed in Principles of Economics, and electives permit further study in a wide range of fields. Electives include money and banking, economic development, international trade and finance, labor, economic history, consumer economics, capital theory, econometrics, industrial organization, Soviet economics, comparative systems, political economics, and public finance. The major provides a general background which is useful to those planning careers in law, government service, or business as well as those planning careers as professional economists. The required courses in micro and macro are offered both semesters and may be taken in either order.

### Junior Year

First Semester  
Microeconomic Theory 201 or 203

Second Semester  
Macroeconomic Theory 202 or 204

### Senior Year

First Semester  
Economics Elective

Second Semester  
Economics Elective

## Finance

The purpose of Finance is to provide the opportunity for the development of (1) an ability to correctly identify financial problems, (2) a skill for conceiving alternative courses of action, and (3) the cultivation of the judgment required to balance the varied consequences of these alternatives in the formulation of the final decision.

There are many ways to describe the finance function. One means of providing an insight into the full scope of this area is to overview the capital markets and examine the roles of the participants.



In a very general way the role of the capital markets is to bring those who have funds (savers) together with those who need funds for investment in assets that will produce goods and services.

Given this framework the finance function can be viewed as separate units of study in the following manner — Capital and Money Markets Management of Financial Institutions; Corporate Financial Management; Investment Management and Security Analysis; Financial Management of Governments and Not for Profit Organizations; International Finance.

Finance majors are required to take the following:

- Mf 021 Basic Finance
- Mf 125 Financial Analysis
- Mf 130 Financial Markets
- Mf 222 Corporate Finance

At least one Finance elective from the following:

- Mf 151 Investments

- Mf 152 Portfolio Analysis
- Mf 158 Management of Financial Institutions
- Mf 163 Tax Factors in Business Decisions
- Mf 165 Financial Management of Governments and Other Related Public and Private Institutions
- Mf 205 Finance Seminar
- Mf 223 Financial Policy
- Mf 230 Financial Management of Multinational Corporations
- Mf 299 Individual Directed Study

Particular attention must be given to the prerequisites for the several Finance courses. For students who have not completed Basic Finance, registration in electives is possible with the Department Chairperson's permission. Also, Mf 210 Managerial Finance is available to non-finance majors.



## General Management

A brief statement of the purpose of management education might be to improve the levels of management performance in all sectors of society so that man can live a better and safer life and a more self-fulfilling one. Within this broad framework the purpose of the General Management concentration is to provide an avenue for the pursuit of cross-disciplinary studies of management, within the context of an integrated and rigorous curriculum.

Students might decide to choose to concentrate in this area for either of the following reasons:

1. A desire to pursue a cross-disciplinary approach to Management.
2. A desire to pursue key management courses in sufficient depth to attain proper coverage of required subject matter generally included in M.B.A. core courses.

### Courses Required for a Concentration

Track A. Choose two areas. Within each area there is one required course and the option for one elective. OR Track B. Choose the required course from each of four areas:

Area	Required Course	Electives
Accounting	Ma 251 Intermediate Accounting Ma 252 Intermediate Accounting	None
Finance	Mf 210 Managerial Finance	Mf 151 Investments Mf 155 Management of Commercial Banks Mf 154 Management of Non Bank Financial Institutions
Marketing	Mk 253 Basic Marketing Research or Mk 256 Applied Marketing Management	Mk 254 Applied Marketing Research Mk 152 Consumer Behavior Mk 154 Communication and Promotion Mk 155 Sales Management
Computer Science	Mc 350 Business Systems or Mc 365 Systems Analysis	Mc 361 Simulation Methods Mc 370 Technological Methods Mc 401 Structured Programming Mc 392 Operations Research
Organizational Studies	Mb 109 Human Groups Mb 123 Methods of Inquiry into Human Behavior	Mb 106 Interpersonal Communications Mb 110 Career Planning and Development Mb 123 Methods of Inquiry Into Human Behavior Mb 125 Field Studies of Leadership Mb 310 Politics of Organizational Power
Operations Management	Mg 250 Operations Planning and Control	Mg 105 Industrial Relations Mg 242 Personnel Management Mg 264 Collective Bargaining Mg 270 Operations Analysis Mg 375 Systems Management Mg 608 Management of Health Organizations and Systems
Administrative Policy	Md 390 Small Business Management or Me 160 Management and the Social Environment	Md 021 Managing Complex Organizations Md 390 Small Business Management Md 602 Management Thought in Perspective Me 160 Management and the Social Responsibility Me 603 Comparative Management and Politico-Economic Systems Me 607 Business Leadership and Urban Problems Me 610 Managing the Metropolis



## Marketing

Marketing covers that segment of business whose prime objective is to discover and satisfy the needs of industrial and ultimate consumers. Functionally, marketing includes such activities as buying, selling, pricing, researching, transporting and storing of goods and services. Institutions which are primarily involved in marketing range from retailers and wholesalers to advertising agencies and export houses.

Marketing is a challenging field because we exist in a business society characterized by excess productive capacity. Today's challenge is not to make a product but rather to distribute it at a profit to the businessman and in a condition which completely satisfies the consumer.

The approach used to study marketing is analytical and experimental. Systems analyses, program experimentation and case applications are interwoven within a decision-making framework so that the student is provided throughout the marketing curriculum with a thorough understanding of the major tools and guides required of today's Marketing Manager.

### Courses Required for a Concentration

- Mk 253 Basic Marketing Research
- Mk 256 Applied Marketing Management

Both required courses should be taken in senior year.

Two courses selected from remaining offerings:

- Mk 028 International Business Management
- Mk 111 Distribution Channels
- Mk 112 Social Issues in Marketing
- Mk 152 Consumer Behavior
- Mk 153 Retailing
- Mk 154 Communication and Promotion
- Mk 155 Sales Management
- Mk 157 Personal Selling
- Mk 158 New Product Development
- Mk 160 Merchandise Management
- Mk 205 Quantitative Marketing
- Mk 254 Applied Marketing Research
- Mk 299 Individual Study

## Operations Management

Operations Management is an undergraduate concentration offered by the Administrative Sciences Department. OM deals with input-output transformations, the processes (i.e., planning, decision making, controlling, motivating, etc.) by which inputs (i.e., land, labor, raw materials, capital, etc.) are transformed into products or services. As such, it is as relevant for not-for-profit organizations (e.g., hospitals, municipalities, government agencies, etc.) as it is for profit making organizations. It is as relevant for service organizations (e.g., hospitals, insurance companies, universities, etc.) as it is for manufacturing establishments.

The objectives of the concentration are:

1. To gain perspective of the role of production or operations management within an organization emphasizing the interdependence of other management functions to production objectives and the operations management function.

2. To work with the principal quantitative management tools and to gain appreciation for when and where best to apply them in management operations.

3. To develop an appreciation of systems thinking and systems approaches to management problems, and

4. To develop the student's ability to apply problem-solving and decision making knowledge and skills in solving difficult production related on input-output transformation type problems.

### Courses Required for a Concentration

#### Required Sequence

An undergraduate concentration requires four courses beyond the introductory course (i.e., Mg 021 Management and Operations). To fulfill the program objectives Mg 250 is required and Mg 370 is strongly recommended. Hence, the suggested sequence is:

Junior Year

- Mg 021 Management and Operations
- Mg 250 Operations Planning and Control
- Elective

Senior Year

- Mg 370 Operations Analysis
- Elective

To complete the concentration requirements, the student must take at least two or three (depending on his/her decision regarding Mg 370) of the following courses:

- Mc 361 Simulation Methods
- Mc 392 Operations Research
- Mg 105 Industrial Relations
- Mg 242 Personnel Management
- Mg 299 Independent Study
- Mg 364 Collective Bargaining
- Mg 375 Systems Management
- Mg 601 Labor and Industrial Relations — United States and International
- Mg 608 Management of Health Care

With departmental approval, meaningful substitutions can be made for at least one of the above courses. With the various options available, the student can, in consultation with his or her advisor, put together courses so that a particular specialization within Operations Management can be obtained. For example, the following specializations are possible:

1. Operations Specialization — Mg 370, Mg 375 and Mg 608
2. Quantitative Specialization — Mc 361, Mc 392 and Mg 370
3. Human Resources Management — Mg 105, Mg 242, Mg 364 and Mg 601



## School of Nursing

Boston College inaugurated the School of Nursing in response to the need for a Catholic collegiate school of nursing in the Greater Boston area. With the cooperation of His Excellency, Most Reverend Richard J. Cushing, D.C., Archbishop of Boston, a program was offered in February, 1947 leading to the degree of Bachelor of Science in Nursing or Nursing Education to Registered Nurses. In September, 1952, this program was limited to courses leading to the degree of Bachelor of Science in Nursing. In September, 1947, a basic collegiate program of five years leading to a diploma in nursing and the degree of Bachelor of Science was introduced for high school graduates. Beginning in September, 1950, a four calendar-year basic collegiate program was initiated. And in 1957 this was shortened to four academic years.

In the spring of 1960 the School of Nursing moved to the University campus and occupies its own building, the gift of His Eminence Richard Cardinal Cushing.

### Philosophy and Objectives

The School of Nursing accepts and functions within the philosophy of Boston College, a Jesuit university which is committed to the search for human values and to the endless process of understanding called learning. Learning implies flexibility, immediacy and concern in confronting the problems of society in an era where a need for change and renewal is evident.

The identification of values which comes through learning enhances the development of a person who is free to seek knowledge and truth and to manifest these in contributions to society.

Man, as a part of the community of humanity, has the capacity for fidelity, participation-involvement, and self-actualization, and has the right to the freedom to develop these capacities — at the same time recognizing that each of his fellow men enjoys the same right. Man is striving to determine value; value in his life, his purposes, his existence. Each man has equal right and need to define value in the world in which he finds himself, and to determine his commitment creatively in the light of his defined values. The faculty hold as valuable the reality that each man demands that his needs for health, love, self-esteem, and freedom be satisfied in the process of his development. In recognizing that the society of humanity is undergoing profound change and that the value systems of society are the responsibility of individuals who have defined their own values, the faculty expresses belief in and will support in their teaching, research and practice, the right of each person to optimal health care. They will support in their activity those changes in society's value systems which will make this right a reality.

Nursing moves freely and purposefully among the interactions of humanity, interactions with self, others and environment. It makes the basic assumption that a man's health needs are integrated with all aspects of his life, and are affected by them. Nursing's impact is at the point of potential stress in existence where its presence is a force which can stabilize the milieu of persons who are confronted with a threat to wellness. Its activities are an outcome of learning and are based upon the individual's identification of a personal value system and upon the freedom of

each person to develop his capacities and live his values. The independent therapeutic force of nursing requires continued research and evaluation.

The faculty believe that the student has defined nursing as a value and is in the process of developing a commitment to it. To assist in this process, emphasis is placed upon providing those dynamic experiences through which health needs are recognized in the context of their occurrence. Those values exemplified by Christ which support the worth of each person are the foundation from which the student is assisted to expand his knowledge, awareness and feeling for his fellow man. Emanating from a spirit of inquiry, learning takes place perceptually and conceptually from experience, and from science, technology and the arts. The educational environment should encourage the individual to think critically, communicate effectively, act responsibly, and to mature as a creative member of society. Educational experiences are provided which require the student to define and evaluate a philosophy of nursing based upon personal values through his study in theory, research and practice. The experiences support the exteriorization of the philosophy of the student in developing and further defining his commitment to his professional and personal gain.

It is expected that a graduate of the undergraduate program will:

- 1) Develop and identify a personal philosophy of nursing practice based upon his or her values.
- 2) Practice a competent level of health care by:
  - a) assessing health needs.
  - b) planning and providing therapeutic nursing measures.
  - c) purposefully interacting with others to promote wellness.
  - d) evaluating nursing care.
  - e) modifying his or her practice as a result of research findings.
  - f) working actively to promote change in systems of health care to insure optimal health services for each person.
  - g) addressing self to social issues which have implications for the health of society.
- 3) Evaluate effectiveness as a professional nurse.
- 4) Take responsibility for continued personal and professional growth.
- 5) Meet admission requirements for graduate study.

The curriculum is based on the conceptual framework of preventive intervention which focuses on three levels of nursing care: primary preventive intervention, secondary preventive intervention, and tertiary preventive intervention. Primary preventive intervention is defined as nursing at that level of health promotion which focuses on the maintenance of optimal functioning (homeostasis, equilibrium, stability, organization) of individuals and groups at all developmental stages. The student will have the knowledge and skills needed to discriminate health from illness (but not to discriminate among specific diseases) and to recognize those behaviors indicative of potential illness. The interventions will be collaborative in assisting the client to maintain optimal health.

Secondary preventive intervention is defined as nursing at that level of health promotion which focuses on adaptation during a disruption (disequilibrium, instability, disorganization, imbalance, illness, crises) of an individual's and/or group's health at all developmental stages. The student will have the knowledge and skills needed to identify disruptions in human function and the ability to formulate nursing interventions to promote adaptation.



Tertiary preventive intervention is defined as nursing at that level of health promotion which focuses on return to optimal health (reorganization, reequilibrium, rehabilitation, readaptation) within a system of limitations. The student will have the knowledge, skills, and attitudes needed to assess the functional potential of individuals and groups at all developmental stages and to negotiate in restoring the client to optimal health function.

## Requirements for the degree\*

The program combines liberal arts studies with professional nursing courses and clinical experience. It is a four-year program leading to the degree of Bachelor of Science with a major in nursing.

Liberal arts subjects are emphasized in the first and most of the second years. During the third and fourth years, the student spends approximately two or three days each week gaining clinical experience at the various cooperative hospitals and agencies. The remainder of the week, the student attends classes on the main university campus. The faculty of the School of Nursing is responsible for all instruction in nursing, both theory and practice. The faculty of the appropriate university departments conduct classes in the liberal arts subjects.

The following university core requirements (36 credits) are to be fulfilled by all undergraduates over a four-year period:

- 2 courses in Theology
- 2 courses in Philosophy
- 2 courses in Social Science (Interpersonal Relations and Sociology, Political Science, Economics, Psychology, or approved courses in the professional schools)
- 2 courses in History
- 2 courses in Natural Sciences or Mathematics
- 2 courses in Humanities (English, Modern Language, Classics, Fine Arts, Music, Speech)

It is suggested that the history and philosophy core requirements be taken in the freshman year since they are two-semester courses. In addition, those who have weaknesses in writing skills are advised to take freshman English as their humanities core requirement.

\*The School of Nursing reserves the right to alter any program or policy outlined in this BULLETIN.

## Curriculum Plan

### Freshman Year

SEMESTER I	CREDITS
Ch 101,103 — Fund. of Chemistry	4
Bi 130,131 — Anatomy & Physiology I	4
Nu 047 — Values in College Life	1
Core	3
Core	3
SEMESTER II	
Ch 102,104 — Fund. of Organic Chemistry	4
Bi 132,133 — Anatomy & Physiology II	4
Nu 048 — Interpersonal Relations	2
Core	3
Core	3

### Sophomore Year<sup>2</sup>

SEMESTER I	
Nu 070—Scope of Human Development	3
Bi 220, 221—Microbiology	3
Core	3
Core	3
Elective	3
SEMESTER II	
Nu 071—Scope of Human Development	3
Nu 080—Pathophysiology	3
Core	3
Core	3
Elective	3

### Junior Year

SEMESTER I	CREDITS
Nu 130—Primary Preventive Intervention	8
Nu 134—Nursing Methodology	4
Elective—(Nursing or General)	3
SEMESTER II	
Nu 200—Secondary Preventive Intervention I	9
Nu 206—Systems of Health Care	3
Elective—(Nursing or General)	3

### Senior Year

SEMESTER I	
Nu 204—Secondary Preventive Intervention II	9
Nu 210—Intro to Strategies for Change	3
Nu 214—Introduction to Nursing Research	3
SEMESTER II	
Nu 220—Tertiary Preventive Intervention	6
Nu 224—Advanced Nursing: Clinical Research Practicum	6
Elective—(Nursing or General)	3

<sup>1</sup>The basic design may be subject to modification and revision from time to time.

<sup>2</sup>One-half of student enrollment will start the nursing sequence during the Spring Semester of the sophomore year; the remaining half of student enrollment will start the nursing sequence during the Fall Semester of the junior year.

<sup>3</sup>Only one nursing elective is permitted for degree credit.

## Registered Nurse Candidates

Registered nurses who wish to obtain a baccalaureate degree may apply for admission to the Admissions Office of Boston College. Applicants must be graduates of or in the final year of a diploma or associate degree program offered by a state approved school of nursing. No application can be processed by the Admissions Committee and given final review until all of the following information has been submitted on official Boston College forms:

1. The preliminary application
2. Personal data form
3. High school transcripts
4. An official transcript from a school of nursing
5. An official transcript of courses completed at a college or university if applicable
6. Two letters of recommendation: one academic and one from an employer or clinical supervisor
7. Evidence of physical exam, completed by the applicant's physician, upon admission.



## 44 / Undergraduate Education

### NURSING

Registered nurse students are accepted only for September admission. Although May 15 is the application deadline, applicants are encouraged to complete admission activities as early as possible as exemption examinations begin in June. Full-time study is required to complete the baccalaureate program at Boston College, and it is recommended that applicants consider this factor prior to completing the formal application.

Registered nurses may transfer credit to Boston College from other accredited colleges and universities. Credit will be accepted for courses in which a grade of C- or above was attained and which are equivalent to those offered at Boston College. Credit received for specific nursing courses is not transferable. No more than sixty (60) credits are accepted for transfer.

Once admitted to the School of Nursing, registered nurse students may take exemption examinations in the following courses and receive the designated course credit if a passing mark is achieved. These examinations are offered in: Anatomy and Physiology, Chemistry, Microbiology, and in several selected nursing courses. Specific information regarding examinations is provided upon admission. Registered nurse candidates may receive partial credit for designated nursing courses through the placement process. Registration in Massachusetts is a prerequisite to enrollment in any course with a clinical component. In addition, all registered nurse students are required to obtain personal malpractice insurance during clinical semesters. University policy states that at least four semesters of full-time study are required of all students who transfer to Boston College. Summer sessions are not applicable to this requirement. For complete information please refer to the Boston College School of Nursing brochure: *The Registered Nurse And The Baccalaureate Program*.

## Academic Regulations

### Requirement for Good Standing and Eligibility

The standing of a student is determined by a weighted semester average. At the conclusion of each semester each student's record is reviewed.

A student must maintain a cumulative average of C- as the minimum standard of scholarship. In addition, a student must achieve a C- in each course or component of a course carrying a nursing number. A student may repeat any nursing course only once at which time he or she must achieve the minimum acceptable grade as stated above. Because theory and practice are closely related, a student who fails either component of a nursing course must repeat both of them simultaneously.

A student who fails to demonstrate performance consistent with professional nursing will be subject to review and to possible dismissal by the faculty of the School of Nursing.

### Normal Student Load

Students registered for twelve semester-hours credit are considered full-time students. Students carrying more than seventeen credits in a semester will be charged for a course overload.

In a nursing course, one semester credit in a lecture course represents one hour of class per week per semester. One semester credit in a clinical laboratory nursing course represents three hours of clinical experience per week per semester.

### Class Attendance

As part of their responsibility in their college experience, students are expected to attend classes regularly. Students who are absent from class or clinical laboratory will be evaluated by faculty responsible for the course to ascertain their ability to achieve the course objectives and to decide their ability to continue in the course.

A student who is absent from a class is responsible for the class content as well as any announcements and assignments made. If a student is absent from a scheduled or previously announced examination, it is the prerogative of the faculty to determine whether or not a make-up examination will be given. There is a charge of \$10.00 for the administration of a make-up examination. Under ordinary circumstances arrangements for make-up examinations must be made within one week of the student's return to school.

In relation to clinical laboratory experience, it is the responsibility of the student to notify the instructor and/or the clinical agency if the student will be late or absent. Absences from the clinical laboratory will be reviewed by faculty for appropriate action. When a student is absent because of illness, a statement from the family physician may be required before the student will be permitted to return to clinical courses. If it is necessary for a student to make-up clinical time, a tutorial fee may be required.

In cases of anticipated prolonged absence for illness or injury, the student or family member should contact the Dean of Students and the Dean of the School of Nursing so that academic and other necessary arrangements can be made.

IN ALL COURSES WITH NURSING NUMBERS, REQUIREMENTS FOR ATTENDANCE AT CLASS AND IN CLINICAL PRACTICE ARE THE PREROGATIVE OF THE INSTRUCTOR IN THAT COURSE.

## Special Academic Programs

### Continuing Education Opportunities

Through the Continuing Education units of the School of Nursing, a variety of short-term courses and workshops are offered throughout the academic year to registered nurses. These offerings are not part of formal degree programs but are designed to assist the nurse in maintaining professional knowledge and skills.

Details about these offerings can be obtained from the Director of the Continuing Education unit of the School of Nursing.

## General Information

### Physical Examinations

All undergraduate students in the School of Nursing are required to have a complete physical examination, including tine test, chest x-ray, and rubella titre prior to admission and each academic year.

The physical examination form provided by the school will be completed by a physician of the student's preference, and returned to the Director of Health Services before August 1 of each year. Completed health forms will be prerequisite to the students commencing the semester.

### Financial Information

Boston College is not an endowed institution. Therefore, it



is normally dependent for support and development on the fees paid for tuition and other collegiate requirements.

School of Nursing students pay the same tuition, fees and board and room costs as other college enrollees. In addition nursing students have the following expenses:

Annual Malpractice Insurance . . . . .	\$10.00
(payable Fall Semester of junior and senior years and Spring Semester for sophomores enrolled in Primary Preventive Intervention)	
Regulation School of Nursing Uniforms . . . . .	\$60.00
(payable Fall Semester of sophomore year) . . . . .	

### Transportation to Clinical Agencies

Experiences in a wide variety of hospitals, clinics and other health-related agencies are a vital part of the nursing program. The facilities utilized for these experiences are located in Boston and neighboring areas. Students are responsible for providing for their own transportation to and from those facilities.

### Cooperating Hospitals and Agencies

Students in the baccalaureate nursing program have planned learning experiences in a number of cooperating hospitals and community agencies. These resources include: Belmont-Watertown Community Health Association, Beth Israel Hospital, Brockton VNA, Brookline VNA, Carney Hospital, Emerson Hospital, Hebrew Rehabilitation Center, Kennedy Memorial Hospital, Malden Hospital, Massachusetts Department of Public Health, Massachusetts General Hospital, Massachusetts Hospital School, Massachusetts Mental Health Center, McLean Hospital, Melrose-Wakefield Hospital, Mount Auburn Hospital, Needham VNA, New England Memorial Hospital, New England Rehabilitation Hospital, Newton VNA, North Shore Children's Hospital, St. Elizabeth Hospital, St. Luke Hospital, St. Margaret Hospital, Sancta Maria Hospital, Salem Hospital, South Shore Hospital, Waltham VNA, Westborough State Hospital, Westwood VNA, numerous neighborhood health and day care centers and a variety of other health-related community-based services.

### Teaching And Resource Personnel For Undergraduate And Graduate Programs Adjunct Teaching Personnel

**Cynthia Aber, R.N.**, Lecturer  
B.S., Fitchburg State College; M.Ed., M.S., Boston University

**Ann Alberti, R.N.**, Lecturer  
B.S., Boston College

**Karen Allphin, R.N.**, Clinical Associate  
B.S.N., University of Kansas; M.S., Boston University

**Jane Barbiasz, R.N.**, Clinical Associate  
B.S.N., Cornell University; M.S., Boston University

**Regina Batt, R.N.**, Lecturer  
B.S., Columbia University; M.S., University of Colorado

**Donna Baughaum, R.N.**, Lecturer  
B.S.N., Emory University; M.N., University of Florida

**Denyse Beaulieu, R.N.**, Clinical Associate  
B.S., St. Anselm College; M.S., Boston University

**Kathleen Blandford, R.N.**, Clinical Associate  
B.S., St. Xavier College; M.S., Boston University

**Jean Bennett Brace, R.N.**, Clinical Associate  
B.S., Cornell University; M.S., Boston College

**Barbara Catalano, R.N.**, Lecturer  
B.S., M.S., Boston College

**Mary Ann Corcoran, R.N.**, Lecturer  
B.S., D'Youville College; M.S., Boston University

**Concettina Cormio, R.N.**, Lecturer  
B.S.N., University of Virginia; M.S., Boston University

**Daniel Cramer, M.D.**, Clinical Associate  
B.A., M.D., University of Colorado

**Cynthia Doctoroff, R.N.**, Lecturer  
B.S., Medical College of Virginia; M.S., Boston University

**Constance Donovan, R.N.**, Clinical Associate  
B.S., Boston College; M.S.N., University of Pennsylvania

**Mary Ellen Erlandson-Maloney, R.N.**, Lecturer  
B.S., Boston College; M.S., Yale University

**Mary S. Fay, R.N.**, Clinical Associate  
B.S., Boston College; M.S., Boston University

**Luisa Fertitta, R.N.**, Clinical Associate  
B.S., College of St. Teresa; M.S., Boston College

**Joan Fitzmaurice, R.N.**, Clinical Associate  
B.S., Boston College; M.S., Catholic University

**Ellen Freeman, R.N.**, Lecturer  
B.S., M.S., Boston College

**Carol Garant, R.N.**, Clinical Associate  
B.S.N., University of Pennsylvania; M.S.N., Yale University

**Madeline Garmey, R.N.**, Clinical Associate  
B.A., Simmons College; M.S., Boston College

**Maureen Gaughan, R.N.**, Lecturer  
B.S., Boston University

**Carol Gavin, R.N.**, Lecturer  
B.S., Cornell University; M.S., Boston College

**Linda Gerber, R.N.**, Clinical Associate  
B.S., Boston University; M.S., Boston College

**Barbara Gilmore, R.N.**, Lecturer  
B.S., M.S., Boston College

**Charles S. Gleason, M.D.**, Clinical Associate  
B.S., Harvard University; M.D., Tufts University

**Paul Goldstein, M.D.**, Clinical Associate  
B.S., Williams College; M.D., Cornell University

**H. Andrew Graham, R.N.**, Clinical Associate  
A.D., Massachusetts Bay Community College

**Christine Green, R.N.**, Lecturer  
B.S., Boston College; M.S., Boston University

**Linda Gudas, R.N.**, Clinical Associate  
B.S., M.S., Boston University

**Lois Haggerty, R.N.**, Lecturer  
B.S.N., Simmons College; M.S., Boston College

**Jane Hanron, R.N.**, Lecturer  
B.S., Vanderbilt University; M.S., Northeastern University

**Kathy Horvath, R.N.**, Clinical Associate  
B.S., Rutgers University; M.S., University of Colorado

**Mary Ellen Jachimowski, R.N.**, Clinical Associate  
B.S.N., Loyola University; M.S.N., Boston University

**Constance Keefer, M.D.**, Clinical Associate  
B.A., Allegheny College; M.D., University of Pittsburgh

**Helen King, R.N., Ph.D.**, Lecturer  
B.S., M.S., Loma Linda University; Ph.D., Boston University

**Barbara Leadholm, R.N.**, Clinical Associate  
B.S., University of Wisconsin; M.S., Boston College

**Joyce Levy, R.N.**, Clinical Associate  
B.S., M.S., Boston University

**Frederick Mandell, M.D.**, Clinical Associate  
B.A., M.D., University of Vermont



## 46 / Undergraduate Education

### NURSING

**Eugenia Marcus, M.D.**, Clinical Associate  
B.S., University of Michigan; M.D., Medical College of Pennsylvania

**William McCarthy, R.N.**, Lecturer  
B.S., M.S., Boston College

**Maureen McCausland, R.N.**, Clinical Associate  
B.S., M.S., Boston College

**Mary Pat McGough, R.N.**, Clinical Associate  
B.S., Georgetown University; M.S., Boston University

**Ruth Johnson McMaster, R.N.**, Clinical Associate  
B.S., Boston University; M.S., Boston College

**Mariann Monteleone, R.N.**, Clinical Associate  
B.S., M.S., Boston College

**Helen Morley, R.N.**, Clinical Associate  
B.S., Wayne State; M.S., Boston University

**Sandra Mott, R.N.**, Lecturer  
B.S., Wheaton College; M.S., Boston College

**Elizabeth Mullen, R.N.**, Lecturer  
B.S., M.S., Boston College

**Margaret Murphy, R.N.**, Lecturer  
B.S., St. Joseph College; M.A., New York University

**Victoria Palmer-Erbs, R.N.**, Lecturer  
B.S.N., University of Wisconsin; M.S., Boston University

**Judith Pirolli, R.N.**, Lecturer  
B.S., M.S., Boston College

**Denise Polit**, Lecturer  
B.A., Wellesley College; M.Ed., Ph.D., Boston College

**Howard J. Potter, M.D.**, Clinical Associate  
B.S., Hamilton College; M.D., Boston University

**Eleanor Quirk, R.N.**, Lecturer  
B.S., M.S., Simmons College

**Joyce Anne Reardon, R.N.**, Clinical Associate  
B.S., Salve Regina College; M.S., Boston College

**M. Lawrence Reiner, M.D.**, Clinical Associate  
B.S., M.D., Baylor University

**Cecilia Schieve, R.N.**, Lecturer  
B.S., Boston University; M.S., Boston College

**Marvin I. Schiff, M.D.**, Clinical Associate  
B.A., Williams College; M.D., Tufts University

**Carol Senopoulos, M.S.W.**, Clinical Associate  
B.A., Emmanuel College; M.S.W., Boston College

**Jane Sheehan, R.N.**, Lecturer  
B.S., Boston College; M.S., University of Colorado

**Leslie E. Silverstone, M.D.**, Clinical Associate  
B. Med., B. Surg., M.D., King's College, London University

**Ronnie Tilles, R.N.**, Clinical Associate  
B.S., Russell Sage College; M.S., Boston University

**Susan Tulchin, R.N.**, Clinical Associate  
B.S., New York University; M.S., Boston College

**Elinor Weeks, M.D.**, Clinical Associate  
B.A., Swarthmore College; M.D., Western Reserve

**John T. Weldon, M.S.W.**, Clinical Associate  
B.A., St. John Seminary College; M.S.W., Boston College

**Edward Woicik, M.D.**, Clinical Associate  
B.A., Catholic University; M.D., Georgetown University

**June Johnson Wolf, R.N.**, Clinical Associate  
B.S., M.S., Boston University

### Resource Personnel

**Ann Black, R.N.**, Director of Nursing  
Children's Hospital Medical Center, Boston

**Barbara Brady, R.N.**, Director of Nursing  
New England Sinai Hospital, Hyde Park

**Joan Bruce, R.N.**, Assistant Director of Nursing  
for Staff Development  
McLean Hospital, Belmont

**R. Faye Collins, R.N.**, Coordinator, Home Care Services  
Emerson Hospital, Concord

**Susan B. DeCristofare, R.N.**, Administrator  
Brockton Visiting Nurse Association, Brockton

**Grace Haney, R.N.**, Director of Nursing Service  
Northshore Children's Hospital, Salem

**Ellen Kennedy, R.N.**, Director of Nursing Services  
Malden Hospital, Malden

**Margaret E. Letourneau, R.N.**, Director  
Division of Nursing,  
Salem Hospital, Salem

**Gail Maguire**, Director  
Waltham Visiting Nurse Association

**Constance I. Palmer, R.N.**, Director of Nursing  
Westborough State Hospital, Westborough

**Clare M. Power, R.N.**, Director  
Brookline Visiting Nurse Service, Brookline

**Florence Tankevich**, Director  
Newton-Wellesley Visiting Nurse Association, Waban

**June Taylor, R.N.**, Director of Nursing  
South Shore Hospital, Weymouth

**Sandra Twyon, R.N.**, Chairwoman  
Department of Nursing, New England Medical Center, Boston



# Evening College of Arts, Sciences and Business Administration

## Education for Individuals

Through the challenges of its liberal and professional programs the Evening College extends an opportunity to men and women, young and old, of every race, color, creed, handicap and national origin to discover and develop their individual potential through higher education. Whether a person's goal is a degree or simply to take a stimulating course or two, the Evening College provides an opportunity for each individual to pursue personal interests. Students include recent high school graduates who want to earn a degree and work at the same time; busy housewives who can allot only one or two hours a day for study; those with a precisely defined goal in mind; and those as yet unsure about which direction to take. The Evening College offers the curricular resources, the flexibility and the understanding to respond to these individual intellectual characteristics and needs.

## Degree Students

Degree applicants must complete a Boston College Evening College application and submit an official copy of the secondary school record or equivalency certificate. If a post-secondary institution or college (including any other division of Boston College) was attended, an official transcript must be mailed directly from the institution to the Evening College.

While secondary school graduation or its equivalent is required, the academic entrance requirements are flexible. The over-all quality of an academic record and the applicant's present seriousness of purpose are criteria of admission. No entrance examinations are required. Interested applicants may participate in CLEP—the College Level Examination Program—used to evaluate non-traditional college education such as self-directed study and job related experiences. On the basis of CLEP scores applicants may be awarded college credits.

On the basis of transcripts submitted at the time of application, admission to advanced standing may be granted to students who have pursued studies in accredited colleges. Courses equivalent in content and quality to those offered by Boston College and which merited a grade of at least C are considered. Transfer students must complete at least half their course work at Boston College to be eligible for a degree.

## Special Students

Candidates interested in taking evening courses for academic credit, but not registering for a degree may arrange at registration to enroll for courses as Special Students; no previous application is necessary. Many students attend the

Evening College to pursue special interests or to prepare themselves for professional advancement. Experiencing courses well taught, some become degree candidates.

## Evening Courses

The Evening College curriculum recognizes and expands its students' particular strengths: their maturity, exceptional motivation and breadth of specialized experience. Some students register for a single course; others pursue undergraduate degree programs. The programs are described in terms of courses designed to broaden and augment one's interest. The maximum course load per week is three; authorization for one additional course will be given only if a student has completed three courses, each with a grade of B- or above, in the previous semester. Academic credit for each course is earned by independent study and participation at class one evening each week from 7:00 to 9:30 p.m.

## Day Courses

Through registration in the Evening College, qualified adults may take courses offered during the day alternating as convenient between day and evening attendance. This opportunity is especially attractive to women whose academic careers have been interrupted and who would like to resume their college education on a part-time basis. Under this program, the tuition for a course taken days is one hundred and twenty dollars per credit hour. Admission to courses is granted on an individual basis; interested candidates should arrange an appointment with a member of the Evening College Staff.

## Programs of Study

The curriculum of the Evening College provides a framework within which students of widely differing backgrounds and preparation may select courses suited to their individual interests and varied career objectives. The programs provide elective specializations in Business, the Humanities, and the Social Sciences. For graduation, a student must satisfactorily complete thirty courses with a cumulative average of at least C-. Course requirements for the baccalaureate degree may be completed in five years.

To foster informed and mature development within the context of a shared and common cultural background all programs require the completion of specific core courses in the following areas:

### *Humanities (7 courses)*

Rhetoric, Literary Works, English elective, Problems of Philosophy and Philosophy elective; History of Western Religious Thought and Theology elective.

### *Social Sciences (5 courses)*

Two courses in European and American history. Three additional courses selected from the following areas: Economics, History, Political Science, Psychology or Sociology.

### *Natural Sciences (2 courses)*

Two courses in Mathematics or Science.

## Information and Office Location

The Evening College has willing and experienced individuals who are eager to help students arrange a realistic schedule—one that combines full-time work responsibilities with educational goals. For a special catalogue contact the Evening College office, Fulton Hall 317, Boston College, Chestnut Hill, Massachusetts 02167.



# Graduate Education





# Graduate School of Arts and Sciences

The Graduate School of Arts and Sciences offers programs of study leading to the degrees of Doctor of Philosophy (Ph.D.), Doctor of Education (D.Ed.), Master of Arts (M.A.), Master of Science (M.S.), Master of Education (M.Ed.), Master of Arts in Teaching (M.A.T.), and Master of Science in Teaching (M.S.T.), and to a Certificate of Advanced Educational Specialization (C.A.E.S.).

## General Information

The Graduate Admissions Office, McGuinn Hall 221, is open from 9:00 to 4:30, Monday through Friday, to assist persons making preliminary inquiries. Applicants who are U.S. citizens or permanent U.S. residents should obtain their application materials from the department concerned and non-U.S. citizens may obtain their application material from the Graduate Admissions Office.

The *Boston College Bulletin* is obtained from the departments and the *Schedule of Courses Booklet* is published by the University Registrar for each student prior to registration. The Foreign Student Office, the Office of the Dean of Students, and the Graduate Student Association Office — all located in McElroy Commons — provide special services for students in non-academic areas.

## Graduate School Programs and Degrees

Depts. of Instruction	Ph.D.	D.Ed.	M.A.	M.A.T.	M.S.	M.S.T.	M.Ed.	C.A.E.S.
Biology	X				X	X		
Chemistry	X				X	X		
Classical Lang.			X	X				
Economics	X		X	X				
Education	X	X		X		X	X	X
English	X		X	X				
Geology & Geophysics					X	X		
History	X		X	X				
Mathematics			X			X		
Nursing					X			
Philosophy	X		X					
Physics	X				X	X		
Political Science	X		X	X				
Psychology	X							
Romance Lang.	X		X	X				
Slavic & Eastern Lang.			X	X				
Sociology	X		X	X				
Theology	X		X					
<b>Special Programs</b>								
American Studies			X					
Med. Studies			X					
Slavic & European Center								

## MASTER'S PROGRAMS

### Requirements for Degrees of Master of Arts, Master of Science, and Master of Education

#### Acceptance

Candidates for the master's degree must generally be graduates of an accredited college with 18 semester hours of upper division work in the proposed area of study. In case of deficiencies, prerequisites may be earned in the Graduate School by achieving a minimum grade of B in courses approved for this purpose. Where there is some doubt about a scholastic record, acceptance may be conditional. The candidate will then be evaluated by the department and recommended to the Dean for approval after the first semester of course work or after earning a minimum of 6 credits.

#### Course Credits

A minimum of 30 graduate credits is required for each master's degree, except in the Department of English. No formal minor is required, but with the approval of his or her major department a student may take a limited number of credits in a closely related area. No more than 6 graduate credits will be accepted in transfer toward fulfillment of course requirements as described more fully under Transfer or Credit.

#### Language Requirement

The extent and nature of the language requirements are the responsibility of the department concerned. See departmental description.

#### Master's Comprehensive Examination

The candidate for a master's degree must pass a departmental comprehensive examination which may be oral, written or both, as determined by the department. Each candidate should consult his or her major department to learn the time and nature of the comprehensive examination. Registration for comprehensives will take place directly with the individual departments. Questions on the nature and exact date of examinations should be directed to the department chairperson or director. The following grading scale is used: pass with distinction (PwD), pass (P), low pass (LP), and fail (F). Generally within two weeks, notification of examination results will be sent in writing to the Registrar's office and the individual student. A candidate who fails the Master's Comprehensive Examination may take it only one more time.

#### Thesis

Some programs require or allow the option of a thesis. It is the responsibility of the student to become familiar with the regulations of his or her major department. A maximum of 6 credit hours, attained by registering for Thesis Seminar 801, is allowed for the thesis. The thesis is done under the supervision of a director and at least one other reader assigned by the department. Students who have completed 6 credits under Thesis Seminar but who have not finished their thesis must register for Thesis Direction 802, a non-credit course, each semester until the thesis is completed. A Graduation Card should be filed with the Registrar in accordance with the dates indicated in the academic calendar in the *Boston College Bulletin*. Two typed copies of the



thesis, one original and one clear copy, approved and signed by the director and reader, must be submitted to the Registrar's Office, accompanied by the proper binding fee, no later than the date specified in the academic calendar.

The submitted theses become the property of Boston College but the University does not limit the author's right to publish results.

### Time Limit

The student is permitted five consecutive years from the date of acceptance into the program for completion of all requirements for the master's degree. Extensions are permitted only with approval of the department concerned and the Dean.

### Leave of Absence

Students enrolled in a degree program who do not register for course work, thesis direction or for Master's comprehensive in any given semester must request a Leave of Absence for that semester. Leaves of Absence are not normally granted for more than 2 semesters at a time. Students may obtain the Leave of Absence form from the Registrar and submit this form to their department chairperson and Dean for approval. Leave time will normally be considered a portion of the total time limit for the degree unless the contrary is decided upon initially between the student and the department Chairperson, approved by the Dean, and so stated in the remarks section of the Leave of Absence form. Students must notify the Registrar 6 weeks prior to the semester in which they are expected to re-enroll.

## Master of Arts in Teaching (M.A.T.) and Master of Science in Teaching (M.S.T.)

Master's Programs in Teaching are available for those who are teaching or who wish to prepare to teach. Applicants must be accepted both by the Department in which they wish to specialize and by the Department of Education. The M.S.T. and M.A.T. programs are pursued under one of the following plans:

- Plan A: combines graduate study with a year of teaching internship
- Plan B: combines a year of graduate study with a period of apprenticeship.
- Plan C: for an experienced teacher or a graduate from a School of Education without teaching experience.

For additional information see the Department of Education subsection: Secondary Education.

Students in the M.A.T and M.S.T. programs must pass a comprehensive examination taken in two parts — one devoted to the subject matter field and the other to the field of Education. Also required is a research paper in the area of specialization. General requirements regarding credits, language, time limit, and Leave of Absence for the Master's Programs described above are applicable to these degrees.

## Special Master's Programs

Master of Arts in American Studies — See departments of History, English, Political Science and Sociology.

Master of Arts in Medieval Studies — See departments of History and English.

Master of Arts in Mathematics (non-research) — See Mathematics Institute.

## Certificate of Advanced Educational Specialization (C.A.E.S.):

Students who complete a directed program of courses and/or research amounting to a minimum of 30 semester hours beyond the master's degree are eligible to receive the C.A.E.S. Specific programs for the Certificate have been designed in Administration and Supervision and in Counselor Education, and certificate programs tailored to the requirements of individual students may be arranged in other areas. Each student in the C.A.E.S. program is required to pass a comprehensive examination upon conclusion of course work.

## DOCTOR'S PROGRAMS

### Requirements for the Degree of Doctor of Philosophy

The Ph.D. degree is granted only for distinction attained in a special field of concentration and demonstrated ability to modify or enlarge a significant subject in a thesis based upon original research conspicuous for its scholarship.

The minimum requirement for the Ph.D. is that the doctoral student follow a unified and organized program of study. The organization for each department is specified in their "Requirements and Procedures" and is available from the department.

### Residence

The philosophy of the residence requirement is that a doctoral student should assimilate the total environment of the University. At least one year of residence is required during which the student is registered as a full-time student at the University. A full semester is ordinarily taken to mean 4 three-credit courses. This period must be arranged by the student with the department. The residence requirement may not be satisfied by summer session attendance only.

### Language Requirement

Each department shall decide the extent and nature of the language requirement for its students.

### Preparing for Comprehensives

Students preparing for comprehensives may obtain a leave of absence during the interim period following completion of their course requirements and scheduling of the examinations. Those who prefer not to assume the status of a non-matriculating student for the one or two semesters used for preparation may opt for course No. 998, Doctoral Comprehensive. The registration fee plus the activity fee are the only payment required. No credit is granted.

### Comprehensive Examinations

Student eligibility for taking the Doctoral Comprehensive Examination is determined by the department. Students should consult their department about the nature of this examination and time of administration. Departments use the following grading scale: pass with highest distinction (PwHD), pass with distinction (PwD), pass (P), and fail (F); one of these four grades will be recorded on the student's transcript. Generally within two weeks, the department will send the results in writing to the Registrar's office and to the individual student. A student who fails the Doctoral Comprehensive Examination may take it once again not



sooner than the following semester and at a time designated by the department. In case of a second failure, no further attempt is allowed.

### Admission to Candidacy

A student attains the status of a *doctoral candidate* by passing the doctoral comprehensive examination and by satisfying all departmental requirements except the dissertation. Doctoral candidates are required to register each semester and to pay a doctoral continuation fee until completion of the dissertation.

### Thesis

Each doctoral candidate is required to complete a thesis which embodies original and independent research, and demonstrates advanced scholarly achievement. The subject of the thesis must be approved by the major department and the research performed under the direction of a faculty advisor. The manuscript must be prepared according to style requirements of the department.

### Acceptance of the Thesis

As soon as possible after a student's admission to candidacy, a thesis committee will be appointed by the Dean to judge the substantial merit of the thesis. The thesis committee shall include the major faculty advisor as chairperson and at least two additional members of the graduate faculty as readers.

The thesis shall be defended by the candidate in a public oral examination. The Dean must be notified of the examination at least two weeks in advance and announcement of the examination will be posted by the Graduate School Office.

Official approval of the thesis by the thesis committee is required. Committee members certify their acceptance by signing the title page of the thesis. The two signed copies of the thesis should be filed in the Registrar's Office on the date committee approval is given. The submitted thesis becomes the property of Boston College, but the University does not limit the author's right to publish the results.

### Thesis Publication

Doctoral candidates should report to the Registrar's Office by the middle of the semester in which they plan to graduate for detailed instructions concerning dissertation publication requirements and commencement procedures.

### Time Limit

All requirements for the doctor's degree must be completed within eight consecutive years from the beginning of doctoral studies. Extensions beyond this limit may be made only with departmental recommendation and the approval of the Dean.

### Leaves of Absence

The conditions for leaves of absence and readmission as noted in the Master's Program are also applicable to the Doctoral Program.

## Requirements for the Degree of Doctor of Education

Requirements for the Doctor of Education degree are the same as those for the Doctor of Philosophy degree with the following modifications. Three years of teaching experi-

ence are required as a prerequisite for the degree. There is no foreign language requirement, but technical competence in research methods and in statistics is required. There are nine approved major fields of concentration leading to the Doctor of Education degree: 1) Special Education; 2) Educational Psychology; 3) Educational Research; 4) History and Philosophy of Education; 5) Administration and Supervision; 6) Higher Education; 7) Psychology and Measurement; 8) Curriculum and Instruction; 9) Counselor Education and Counseling Psychology.

## Interdisciplinary Doctoral Program

Where departmental doctoral programs are unable to satisfy the interests of the student, an interdisciplinary doctoral program remains a possibility. A student interested in exploring such a possibility should make application to the Dean who will determine if there are available resources in the University for such a program.

## The Consortium

Boston College graduate students may cross-register for graduate courses at Boston University, Brandeis, or Tufts. It should be noted that the registration dates of the Consortium are not identical. Further information regarding cross-registration procedures is available in the Registrar's Office.

## ADMISSION

### Eligibility and Application Information

The Boston College Graduate School of Arts and Sciences is a coeducational academic community open to all races, colors, handicaps, and national origins.

Applicants for admission to the Graduate School ordinarily must possess at least a bachelor's degree from an accredited institution, and give evidence of the ability and preparation necessary for the satisfactory pursuit of graduate studies. This evidence consists primarily, but not exclusively, in the distribution of undergraduate courses and the grades received in them. Consult the appropriate departmental descriptions for additional specific requirements.

Individuals lacking a bachelor's degree generally are not admitted to Graduate School classes. In order to attend graduate classes, persons lacking the bachelor's degree should apply for authorization either through the Dean of the Evening College of Arts and Sciences and Business Administration or, in the case of Boston College undergraduates, through their appropriate dean and with the approval of the chairperson of the given department. Such students will receive only undergraduate credit for the course taken in the Graduate School, and the course credit will be entered only on their undergraduate record. For regulations governing the simultaneous master/bachelor degree, one should consult his or her own undergraduate dean.

The Graduate School accepts three classes of applicants: *Regulars* (degree-seeking), *Specials* (credit but non-degree-seeking), and *Visitors* (non-credit auditors).

The credentials required for all Regulars are: 1) AI form accompanied by a \$20 non-refundable application fee payable to Boston College Graduate School to be sent to the Graduate School Office in McGuinn Hall 221, and 2) a completed application form (Form 2), letters of recommendation and official college transcripts to be sent to the



department of one's interest. For additional required credentials, e.g. GRE scores etc., consult the requisites of the department to which admission is being sought.

*Special* applicants normally require only 1) a completed AI form accompanied by a \$20 non-refundable application fee payable to Boston College Graduate School to be sent to the Graduate School Office in McGuinn Hall 221, and 2) a completed application form (Form 2) and official college transcripts to be sent to the department of interest. For additional required credentials, consult the requisites of the department to which admission is being sought. *Special* students may be accepted later as *Regular* students. In this event, no more than 12 credits earned as a *Special* will be accepted as a part of the degree program.

Visitors are required merely to present the Authorization Form which is to be obtained from and signed by the academic department of interest. Such an applicant must pay fees at the time of registration, but no permanent record card will be kept, no grades given or recorded, and no transcript will be prepared. A record of registration, however, will be kept so that certification of registration can be provided if desired.

Students, whether *Regular* or *Special* are not admitted officially until the completed application form has reached and been approved by the Graduate Office. Admission should not be presumed without receipt of official notification.

Credit-seeking applicants should consult the department of specialization regarding the specific requisites for the various departmental masters, C.A.E.S., and doctoral programs.

For the necessary application forms and information, Domestic Students (U.S. citizens and permanent resident non-U.S. citizens) should address their requests to the department of interest.

Foreign Students (non-U.S. citizens who are not permanent U.S. residents) should address their requests to the Graduate School Office, McGuinn Hall 221.

If one's department of interest has requirements involving GRE Aptitude, Miller's Analogies Tests, etc., information regarding these tests may be obtained from:

The Office of Testing Services  
Boston College  
Chestnut Hill, Massachusetts 02167

Information on the GRE tests also may be obtained from:  
Educational Testing Service  
Box 955  
Princeton, New Jersey 08540

Educational Testing Service  
1947 Center Street  
Berkeley, California 94794

All documents submitted by applicants for admission become the property of the Graduate School and are not returnable. Applicants who are accepted by the Graduate School but do not register for course work at the indicated time will have their documents kept on file for twelve months after the date of submission. After that time, the documents will be destroyed and the applicants must provide new ones if they later decide to begin graduate study.

### Procedure for Filing Applications

**Domestic Students** (U.S. citizens and other permanent residents of U.S.)

Domestic students applying for admission and financial aid should submit all application materials to the department or program to which admission is sought.

Unless other dates are indicated by individual departments/divisions, the completed applications for admission should be on file to the departmental office by April 15 for June admissions, May 15 for September admissions and November 15 for January admissions. Applications for admission which involve a request for financial aid should be on file in the department concerned by March 15. Allocation of financial aid is determined only once for the whole ensuing academic year (September-June).

If, after five or six weeks following application, domestic students have not received word concerning the status of their application, they should make inquiries of their departments regarding the completeness of their files.

**Foreign Students** (non-U.S. students who are not permanent residents of U.S.)

Foreign students seeking admission should write the Boston College Graduate School of Arts and Sciences for REQUEST FOR APPLICATION FORM. When this preliminary REQUEST FOR APPLICATION FORM is returned by the student to the Graduate School Office, it will be evaluated by the Committee on Admissions.

Applicants who are judged to be qualified as potential degree candidates will then receive the complete application forms entitled INTERNATIONAL STUDENT APPLICATION FOR ADMISSION TO THE BOSTON COLLEGE GRADUATE SCHOOL OF ARTS AND SCIENCES.

Foreign students should send all their completed application materials to:

Graduate School of Arts and Sciences  
Graduate Admissions Office  
Boston College  
Chestnut Hill, Massachusetts 02167 U.S.A.

They should NOT send these materials directly to the department or program concerned since this will only delay the processing of their applications.

Applications for admission which do NOT involve a request for financial aid should be sent to the Graduate School Office by April 15 for September admissions and by October 1 for January admissions.

Applications for admission which DO involve a request for financial aid should be sent to the Graduate School Office by February 15. No requests for financial aid will be considered for January admissions.

If, after seven or eight weeks following the submission of all application materials, foreign students have not received word regarding the status of their applications, they should address the Graduate School Office for information concerning the completeness of their files.

### Acceptance

Announcements of acceptance or rejection are sent out on a rolling basis after the Graduate School Committee on Admissions has reviewed the academic records of the applicants. Decisions are made on the basis of departmental recommendations and the fulfillment of prerequisites. No student should presume admission until he or she has been notified officially of acceptance by the Dean.

### Registration

Registration is conducted under the direction of the Office of the University Registrar. Classes start on September 7, 1978 and January 16, 1979. Registration, which is "delayed," allows students an advisement period during which they may plan a more meaningful choice of courses. The days for registration are September 18, 19, 1978, and January 29, 30, 1979, 9:30-11:30; 1:00-4:00; and 6:00-7:30. After registration, no addition of courses, change from credit to audit or audit to credit are permitted. Students may withdraw from a



course up to three weeks prior to examinations and may receive partial tuition refund on withdrawals submitted during the three weeks following registration.

*Step 1: At each student's department:*

Students who have been officially admitted by the Dean will complete Authorization Forms for their program of courses, obtain their chairperson's signature of approval for each course and then proceed with these to Central Registration. Whenever possible, students should bring their letter of acceptance to registration.

Students who do not have a formal letter of acceptance from the Dean will complete the Authorization Form and then proceed as described above. Voucher-holders, cross-registrants from other schools, visitors and individuals currently applying as Special Students are included in this group.

*Step 2: At central registration:*

In brief, all students will complete a Student Profile Sheet (Social Security Number required); pay semester fees and tuition in full to the Treasurer (\$113 per credit; \$5 registration fee; student activity fee); drop off all forms, and have ID photo taken if needed (\$3). Students currently applying for admission and who have not been formally accepted must, in addition, sign a Legal Agreement and complete the application process within six weeks.

## Record of Registration

During the fifth week of classes, students will be mailed a copy of their Record of Registration. The record will show the student's complete registration. Students should report immediately any errors in their registration by bringing their receipted copy of the Course Change Authorization Form to the University Registrar's Office, Lyons 101. When corrections have been made on the Record of Registration, an updated copy will be mailed to the student. Students are responsible for verifying the accuracy of their Record of Registration; they will be graded in the courses indicated on that record.

# ACADEMIC REGULATIONS

## Grades

In each graduate course (exclusive of Thesis Seminar 801) in which he or she registers for graduate credit, a student will receive one of the following grades at the end of the semester: A, A-, B+, B, B-, C, F, W or I. The high passing grade of A is awarded for course work which is distinguished. The ordinary passing grade of B is awarded for course work which is clearly satisfactory at the graduate level. The low, passing grade of C is awarded for work which is minimally acceptable at the graduate level. The failing grade of F is awarded for work which is unsatisfactory.

Academic credit is granted for courses in which a student receives a grade of A, A-, B+, B, B-, or C. No academic credit is granted for a course in which a student receives a grade of F. A student who receives a grade of C in more than 10 or an F in more than 8 semester hours of course work may be required to withdraw from the school.

## Withdrawal from a Course

To withdraw from a course after the first two weeks of class, a graduate student should pick up a Course Change Authorization Form in the University Registrar's Office, Lyons 101. The student will consult the department chairperson to obtain an authorization signature and after the

first five weeks of class will get the written consent of the professor involved and then return the form to the Registrar's Office. When submitted one copy will be receipted and returned. This copy should be retained by the student until notification is received through the mail that the requested changes have been recorded.

For students who officially withdraw from a course within the first two weeks of class, no recording entry will appear on the permanent record. After the first two weeks of class but before the last three weeks of class, official withdrawal from a course will be recorded by "W" in the grade column of the permanent record. No student will be permitted to drop a course during the last three weeks of classes or during the examination period. Students still registered in a course during this period shall receive a final grade in the course.

## Incompletes

All required work in any course must be completed by the date set for the course examination. A student who has not completed the research or written work for a course, may, with adequate reason and at the discretion of the faculty member, receive an "I" (Incomplete). Effective as of Fall Semester 1977, except for extraordinary cases, the grade of Incomplete (I) for any course shall not stand for more than 4 months. In extraordinary cases, the student may petition the Dean for an exception.

Any Incomplete grade which is turned into the Registrar's office will remain an Incomplete until it is changed by a formal action of the faculty member involved.

## Semester Examinations and Grade Reports

A semester examination is given in each course, except seminars and teacher-training courses. Students should consult the semester examination schedule posted outside the University Registrar's Office, Lyons 101. When examinations or classes are cancelled as a result of stormy weather, announcement is made by radio (WBZ, WHDH) generally at the latest by noon. The scheduling of examinations thus cancelled is posted outside Lyons 101. Semester grade reports are mailed to all students who are in good standing.

## Transcript Requests

Transcript requests in writing should be addressed to the University Registrar. The student should indicate his or her full name and should specify whether he or she is currently enrolled, on leave of absence, withdrawn, or graduated. A \$1.00 fee is charged for each transcript and must be enclosed with the request. The official transcript lists all courses for which the student has been registered in the Graduate School.

## Change of Name and Address

Students will be responsible for maintaining their current name and address on file in the Registrar's Office.

## Transfer of Credit

Students who have completed one full semester of graduate work may request transfer of not more than six graduate transfer credits. Only courses in which a student has received a grade of B or better will be accepted. Transfer of Credit forms, which are available in the University Registrar's Office, should be submitted, together with an official transcript, directly to the student's chairperson and Dean for approval. If approved, the transfer course and credit,



but not a grade, will be recorded on the student's permanent record.

Graduate students who have been formally admitted to the Graduate School and who have earned credits in the Boston College Summer Session will have their grades automatically transferred to their permanent record unless the student requests otherwise.

## GRADUATION

### May Graduation

Graduate School degrees are awarded at the annual May commencement. Students who plan to graduate in May should file a Graduation Card in the Registrar's Office by the deadline stated in the Academic Calendar. The graduation fee (\$20.00 for Master's; \$25.00 for Doctor's degrees) is due at this time. For students who sign up and pay for graduation but for some reason do not graduate on the anticipated date, the Registrar's Office will automatically move them up to the next scheduled graduation period. Those who finish degree requirements during the school year may request a Letter of Certification for the completion of their degree requirements.

Diplomas are distributed immediately following the completion of the commencement program. Diplomas will be kept for only one year after the date of graduation; thereafter, graduation will be indicated by transcripts only, except in the most unusual circumstances.

The name of a graduate will not appear on the official commencement list unless all financial and library accounts have been settled, nor will diploma or transcripts be awarded or issued where the fees have not been paid.

### September and January Graduations

Graduate students who have completed all degree requirements by September 1 or January 2 are eligible to receive the degree as of those dates. The procedure is the same as for May graduation. The deadline for filing the graduation card in the Registrar's office is July 8 and December 1. As there are no commencement exercises, the names of those receiving degrees will be included in the program of the following May commencement.

## FINANCIAL AID

### Academic Grants

A variety of fellowship grants and scholarships are available to aid promising students in the pursuit of their studies; University Fellowships, Teaching Fellowships, Graduate Assistantships, Research Assistantships and Tuition Remission Scholarship. Application for fellowship grants and scholarships should be made according to the procedures outlined in the preceding paragraphs under the heading APPLICATION, and completed applications should be on file in the departmental office by March 15. Applications which are received after this date will be accepted but normally they will be considered only if unexpected vacancies occur. The scholastic requirements for obtaining fellowship grants or scholarships are necessarily more exacting than those for securing simple admission to the Graduate School.

### University Fellowship

University Fellowships are available in departments offering the Ph.D. degree. These are non-service awards and provide a stipend of up to \$2500 and may include up to full remission of tuition.

### Teaching Fellowship

The Graduate School has available a limited number of teaching fellowships. These provide for a stipend of up to \$3600 and also a scholarship in the form of tuition remission. The stipend is adjusted to the academic qualifications and degrees of the recipient. The teaching fellow, in addition to the graduate program of studies, is responsible for six hours of teaching in the undergraduate colleges.

### Assistantships

Assistantships are available in most departments. Application for assistantships should be made to the department and should be returned to the department office concerned by March 15. Later applications will be received, but prior consideration will be given to those who submit requests and credentials before or on that date. The scholastic requirements for obtaining assistantships are necessarily more exacting than those which might suffice for admission to the Graduate School.

Assistantships are granted on an academic-year basis (September-June). Generally, the assistants in natural science departments assist in laboratory activities. In these and other departments the assistants may be otherwise involved in the academic activities of the department.

Stipends for full-time graduate assistants range up to \$3600. Usually a scholarship in the form of tuition remission accompanies such awards. Laboratory fees are remitted to science assistants, but they are responsible for other normal Graduate School fees.

### Research Assistantships

Research assistantships are available in departments having external research grants, both Federal and private. The stipends are similar but not uniform in the departments. Summer research opportunities are also available on some research projects. For further information, contact the Chairperson of the department.

### Tuition Remission

Since appointments as Teaching Fellows or Graduate Assistants ordinarily are made on the basis of academic achievement, scholarships in the form of tuition remission usually accompany such university appointments.

In addition other scholarships in the form of tuition remission are available for a limited number of students upon presentation by the department both of a student's scholarship and needs.

### Procedures for Grant Recipients

Teaching fellows and assistants are full-time graduate students. Consequently, they may not accept any additional commitment of employment without prior consultation with and permission of the Chairperson of the department and notification to the Dean of the Graduate School.

At the opening of each school year, or at whatever other time a grant may be awarded, recipients must report to the Treasurer's Office to fill out personnel cards.

A grant recipient who relinquishes a fellowship, assistantship or tuition remission must report this matter in writing to the department Chairperson and to the Dean. These awards may be discontinued at any time during an academic year if either the academic performance or in-service assistance is of an unsatisfactory character. They may also be discontinued for conduct injurious to the reputation of the University.



## GRADUATE PROGRAMS

### Department of Biology

The Department of Biology offers courses leading to the degrees of Doctor of Philosophy and Master of Science, and cooperates with the Department of Education in the Master of Science in Teaching (M.S.T.) program.

Those seeking admission to the graduate program should have a strong background in biology, chemistry and mathematics with grades of B or better in these subjects. Deficiencies in preparation may be made up in the graduate school. Ph.D. students must include differential calculus and physical chemistry in their preparation; these may be taken during the course of graduate studies.

No formal modern foreign language examination is required; but students entering the Department without knowledge of a modern foreign language must take two years work in a modern foreign language with a grade of B or better. Individual professors may test a student for proficiency in the foreign language.

The Ph.D. program does not require a specific number of graduate credits; however, the Resident Requirements, as defined in the Graduate School Bulletin, must be met.

**Requirements:** The core curriculum for Ph.D. students includes Biochemistry, Biochemistry Laboratory and one advanced course in each of the following three areas: physiology, microbiology and genetics. Ph.D. students are required to take at least four seminar courses. The core program for M.S. students consists of Biochemistry, Biochemistry Laboratory, and advanced courses in two of the three areas listed above. In addition, M.S. candidates are required to take one seminar course. Both M.S. and Ph.D. degrees require the presentation and oral defense of a thesis based on original research.

M.S. and Ph.D. students are also expected to participate in the teaching of undergraduate courses during their course of studies. M.S.T. candidates are not required to follow a specific core curriculum, but with the advice and consent of their advisors take those courses that best satisfy their individual requirements. They should contact the Department Chairperson for information concerning the research paper and comprehensive examination requirements.

### Cancer Research Institute

The Cancer Research Institute offers to graduate and undergraduate students the opportunity to conduct independent and supervised research in the field of cancer. It is the purpose of the Institute to acquaint dedicated students with the problem of cancer and to make available the facilities of this Institute as well as those of other Cancer Institutes in the Metropolitan area. The staff of the Institute has a cooperative research agreement with Children's Cancer, The Jimmy Fund Research, Peter Bent Brigham Leukemia Laboratories.

### Department of Chemistry

The Department of Chemistry offers courses leading to the degrees of Doctor of Philosophy and Master of Science in analytical chemistry, inorganic chemistry, organic chemistry and physical chemistry. The Master's degree is intended as a terminal degree. The Master of Science in Teaching (M.S.T.) is offered through cooperation with the Department of Education.

All entering graduate students take qualifying examina-

tions in inorganic, analytical, organic and physical chemistry. Master's degree candidates must take the examinations at least once for placement purposes. Ph.D. candidates are required to pass the Qualifying Examinations no later than the end of the first year of graduate studies.

Formal courses may be waived in the first year in areas of demonstrated proficiency, as revealed by the Qualifying Examinations.

**Requirements:** Every student is expected to attain a grade point average of at least 2.50 at the end of his or her second semester in the Graduate School, and maintain it thereafter. If this standard is not met, the student may be required to withdraw from the graduate program.

There is no total credits requirement for the Ph.D. degree. First year requirements provide the student with breadth of knowledge in the traditional four fields; analytical, inorganic, organic and physical chemistry, as well as familiarity with the basic instruments, especially infrared, ultraviolet, nuclear magnetic and mass spectroscopy. Beyond the first year each student will pursue a program of studies consistent with individual educational goals and with the approval of the student's advisor.

Candidates for the M.S. degree in Chemistry must pass an examination in German; those for the Ph.D. degree, examinations in German and a second language: French or Russian is recommended. These examinations must be successfully passed before the student is formally admitted to candidacy. In addition, each student presents two seminars before being granted an advanced degree: the first is a Literature Seminar to be presented during the student's second year; the second is a Research Report on results of his or her thesis research and given during the student's last year of residence.

The Comprehensive Examination for the M.S. degree is a public, oral defense of the student's research thesis. The Ph.D. Comprehensive Examination consists of a series of cumulative examinations which test the student's development in his or her major field of interest and critical awareness and understanding of the current literature.

Both the M.S. and Ph.D. degrees require a thesis based upon original research, either experimental or theoretical. During the second year this research will be the major effort of the student seeking a Master's degree. For the Ph.D. candidate a research project requiring two to three years of sustained effort will begin usually after the first year of study. An oral defense of the dissertation completes the degree requirements.

Some teaching or equivalent educational experience is required. This requirement may be satisfied by at least one year of service as teaching assistant or by suitable teaching duties. Arrangements are made with each student for a teaching program best suited to his/her overall program of studies. Waivers of teaching requirements may be granted under special circumstances with the approval of the Chairperson.

### Department of Classical Studies

The department grants an M.A. degree in Latin or Greek, or Latin and Greek. The degree can be obtained in either of two ways: 1) by thirty credits in course work 2) by twenty-four credits in course work plus a thesis (with special permission). The M.A.T. degree is offered for students wishing to prepare for teaching.

**Requirements:** Candidates for the degree are required to complete a departmental reading list in Latin authors, or Greek authors, or both, depending on the type of degree sought. Comprehensive examinations will be written and



oral, consisting of translations from the authors on the reading list, questions on the content of the candidate's course work, on the general history of Latin and/or Greek literature, and on the thesis if offered in partial fulfillment of the requirements.

A student's modern language reading ability in French or German, and by exception in Spanish or Italian, will be tested by the Department.

## Department of Economics

The graduate program in economics is oriented primarily toward full-time students who are seeking the Ph.D. A limited number of students are also accepted to the M.A. program, which may be undertaken on either a part-time or full-time basis, and in rare cases applicants are accepted as part-time students in the Ph.D. program.

### The Ph.D. Program

The doctoral program is designed to train economists for careers in teaching or research by providing strong backgrounds in economic theory, quantitative research methods, and applied fields. Requirements for the Ph.D. include a minimum of eighteen courses, comprehensive examinations, a one-year residence requirement, and a thesis.

In the first year of the doctoral program students are normally required to take two semesters of micro theory, two semesters of macro theory, two semesters of mathematics for economists, one semester of statistics, and one semester of an additional elective course. Students who enter with equivalent prior background may be exempted from at least the first semester of micro, macro, or mathematics for economists, however, by passing an examination in the field. Those students who exempt first-year courses are expected to elect additional courses from those listed up to a total of four courses each semester.

In the second year, students elect courses from a wide range of fields, including advanced theory, econometrics, money and banking, fiscal economics, industrial organization, international trade and finance, economic systems, economic development, urban economics, labor, economic history, capital theory and finance, and consumer economics. Students may also take independent study and, subject to department approval, may take courses in other departments of Boston College, or at Boston University, Tufts, or Brandeis.

Comprehensive examinations are given in May and September of each year. All students must pass written comprehensives in micro theory, macro theory, and two other fields from those listed above. Students are expected to pass the theory exams prior to the beginning of the second year and the field exams prior to the beginning of the third year.

Total course requirements for the Ph.D. include forty-eight credits in economics and six in mathematics for economists, less any which may be waived by examination. In addition to first-year courses in micro (Ec 701-702), macro (Ec 703-704), mathematics (Ec 711-712) and statistics (either Ec 327 or Ec 723), all students are required to take either Ec 328, econometrics, or Ec 827-828, econometrics. Students in the doctoral program are normally expected to achieve a B+ average in their course work.

All candidates for the Ph.D. are required as a part of their course of study to provide part-time service for at least two years in research assistance and/or supervised teaching, or to demonstrate mastery of these skills from equivalent experience elsewhere. Stipends are normally awarded in connection with these services, to assist the students in their course of study, but failure to provide a stipend does not constitute waiver of the requirement.

### The M.A. Program

The M.A. program in economics is designed to train people for careers as research economists in business or government. It is aimed at students who qualify, by virtue of both interest and aptitude, for a sophisticated program in quantitative economic analysis but who do not wish to make the time commitment required of a Ph.D.

Requirements for the M.A. degree include the satisfactory completion of ten courses and a comprehensive examination. The ten courses will normally include one each in micro theory, macro theory, mathematics for economics, statistics, and econometrics, and five from upper division field courses (those numbered 800 and above).

The M.A. program is offered as a self-contained program, but the M.A. degree will also be awarded, upon request, to Ph.D. students who meet the M.A. requirements in the course of their doctoral work.

### Admissions Information

Students who are quite sure they wish to pursue a Ph.D. should apply for admission directly to the Ph.D. program and not to the M.A. program. Requirements for admission are at the same level for both programs, and students who are admitted to one may normally transfer, given satisfactory performance, to the other. Financial aid is available only to full-time students in the Ph.D. program.

Requests for further information or for application forms for admission and financial aid should be addressed to the Committee on Admissions, Economics Department, Boston College, Chestnut Hill, Mass., 02167. Applicants are required to submit college transcripts, two letters of recommendation, and scores from the Graduate Record Examination's quantitative, verbal, and economics tests. Applicants interested in financial assistance should ensure that their applications are completed by March 15. Applications completed beyond that date will be considered but will be subject to reduced chances of financial aid awards.

## Department of Education

Research and practical experience are facilitated by long-standing relationships with organizations outside the Department of Education and sometimes outside the University.

### DEPARTMENT PROGRAMS AND REQUIREMENTS

#### Master of Education Degree:

The Master of Education degree is given in eleven fields: educational psychology, elementary education, counselor education and school psychology, administration and supervision, reading, religious education, early childhood, gifted, media specialist, special education and rehabilitation (peripatology).

Ed 500- History of American Education is recommended for those who have had no course work in the history of American education. Each student is required to pass a written comprehensive examination upon conclusion of course work.

All courses in the three hundred sequence (Ed 300-399) are open to undergraduates.

#### Master of Arts in Teaching and Master of Science in Teaching Degrees:

The M.S.T. M.A.T. degree programs are designed for liberal



arts graduates who wish to prepare for teaching in the secondary school, for experienced teachers in secondary schools, and for recent college graduates already prepared to teach at the secondary level. Programs are described under the section dealing with Secondary Education.

### Master of Arts Degree:

The Master of Arts degree is given in the Philosophy of Education. The requirements for the program are given in the section on the History and Philosophy of Education.

### Certificate of Advanced Educational Specialization (C.A.E.S.):

Students who complete a directed program of courses and/or research amounting to a minimum of 30 semester hours beyond the master's degree are eligible to receive the C.A.E.S. Specific programs for the Certificate have been designed in Administration and Supervision, Religious Education, Counselor Education, and certificate programs tailored to the requirements of individual students may be arranged in other areas. Each student in the C.A.E.S. program is required to pass a comprehensive examination upon conclusion of course work.

### Doctor of Philosophy and Doctor of Education Degrees:

A formal doctoral program of study is defined as a minimum of 84 graduate course credits earned subsequent to receipt of the bachelor's degree. Students possessing a master's degree at the time of their admission to doctoral studies may be permitted to transfer up to thirty graduate course credits to their doctoral program. No more than six additional graduate course credits earned at Boston College or elsewhere prior to admission to a doctoral program may be transferred.

Upon admission to a doctoral program, the doctoral student will be assigned a temporary advisor. During the first semester of doctoral studies the student will be assigned an academic advisor.

The doctoral program of studies will be designed by the student in consultation with his or her advisor. A major field of concentration consisting of at least 30 graduate course credits must be included in the program. Included in the 30 graduate course credits will be six credit hours of Ed 988-Dissertation Direction. One or two minor fields of concentration may be included, at least 15 graduate course credits being necessary to constitute a minor.

**Doctor of Education:** The candidate must have had three years of full-time educational experience prior to receipt of the degree. Technical competence in research methods and statistics must be demonstrated in a manner approved by the Department.

**Doctor of Philosophy:** The student must demonstrate proficiency in at least one language other than English. The languages specified may include any classical, modern or computer language. Statistical competency may also be required.

### History and Philosophy of Education

Ph.D. and D.Ed. degrees are offered in the History and Philosophy of Education. The doctoral program is open to students whose academic backgrounds and interests recommend them for an advanced, scholarly study of the cultural, social and theoretic dimensions of education. The ordinary career objective of students in the program is college or university teaching, yet the program offers ample opportunities for the academic preparation of the educa-

tional generalist. Thus, students who are interested in a fundamental and scholarly approach to broad issues in education may find this program both personally and academically rewarding.

**Requirements:** In addition to fulfilling general requirements of the Department, students are to earn at least 24 credit hours in history and philosophy of education. All students in the program are required to take:

- Ed 402 Modern Educational Thought
- Ed 500 History of American Education
- Ed 602 History of Ancient and Medieval Education
- Ed 603 History of Modern Education
- Ed 706 Philosophy of American Education
- Ed 802 Seminar in Philosophy of Education
- Ed 803 Seminar in History of Education

Several courses are open to graduate students below the doctoral level as well as to doctoral students from other programs, usually without prerequisites. Such courses undertake to provide a theoretical and liberalizing influence on graduate education.

The M.A. degree in the Philosophy of Education is awarded to students who have followed an approved thirty-hour program of study, including a course in Educational Research, a course in Modern Psychology and Education, two courses in History of Education, two electives, and four courses in Educational Philosophy. Approved field study and research may be used for electives. This program is open to students with the bachelor's degree; school or school-related experience is not a prerequisite for entering the program. Students must pass an end-of-course written or oral comprehensive examination.

### Educational Psychology

Candidates for the M.Ed. in this program are prepared to serve as educational instructors, researchers and consultants in school systems, prisons, hospitals, social agencies, publishing houses, and industry. They sometimes serve in schools as in-service leaders, with a portion of their teaching assignment reduced.

**Requirements:**

- Ed 402 Modern Educational Thought
- or
- Ed 403 Philosophy of Education
- or
- Ed 404 Evolution of Educational Doctrine
- Ed 311 Educational Psychology
- or
- Ed 414 Modern Psychology and Education
- Ed 315 Psychology of Adolescence
- Ed 416 Child Psychology
- Ed 460 Research Methods in Education
- or
- Ed 461 Pro-Seminar in Methods of Educational Research
- Ed 412 Abnormal Psychology
- Ed 363 Introduction to Statistics
- Three Electives (suggested: Ed 366, 373, 382, 383, 392, 424, 464, 466, 499, 526, 579; Ps 609, 610, 614; Sc 761).

**Ph.D. Program:** The range of careers available to Educational Psychology graduates with a Ph.D. is quite wide and includes careers in university teaching, research, consultation to business and school systems, and work in hospitals and correctional institutions.

**Requirements:** The following doctoral research and seminar experience will normally be included in each program:

- Ed 810 Seminar in Early Childhood
- Ed 811 Development and Learning in Infancy and



	Early Childhood
Ed 813	Seminar in the Psychology of Parenthood
Ed 910	Projects in Educational Psychology
Ed 911	Seminar in Cognitive Processes
Ed 913	Seminar in Motivation: Theory and Practice
Ed 915	Culture and Psychology
Ed 916	Seminar in Child Psychology
Ed 917	Seminar in the Methods of Educational Psychology

### Early Childhood Education

Coordinator: Dr. Beth Casey

The Early Childhood Education Program focuses on the study of the child from birth through seven years and prepares students for degrees at the Masters and Doctoral levels. A careful combination of courses and field experience can prepare graduates for a variety of positions, such as director of daycare and early intervention programs, teacher of preschool through second grade, college or university instructor, or member of multi-discipline teams in research, government and hospital settings.

Master of Education in Early Childhood Education

Requirements: In addition to Departmental requirements, the following courses are required for the Early Childhood Program:

Ed 416	Child Psychology
Ed 307	Quantitative Skill Development, Preschool and Kindergarten
or	
Ed 318	Reading and Language Arts, Preschool through Grade Two
or	
Ed 413	Early Childhood Curriculum
Ed 611	Development and Learning in Infancy and Early Childhood

At least four of the following should be taken:

Ed 387	Infant and Preschool Exceptional Child (Summer Session)
Ed 388	Infant and Preschool Exceptional Child Practicum (Summer Session)
Ed 419	Student Teaching-Early Childhood
Ed 494	Language Acquisition
Ed 513	Developmental Factors in Child Abnormal Growth
Ed 567	Assessment of Preschool Children
Ed 613	Practicum in Early Childhood Education
Ed 642	Introduction to Play Therapy
Ed 649	Practicum in Play Therapy
Ed 661	Seminar on Infant Assessment

Ph.D. Requirements: In addition to Departmental requirements, students may choose from the above early childhood education courses to design a program which will meet the individual needs. The following courses will be required for Doctoral students:

Ed 611	Development and Learning in Infancy and Early Childhood
Ed 710	Learning in the Young Child: A Research Approach
Ed 810	Seminar in Early Childhood
Ed 911	Seminar in Cognitive Development within the First Seven Years

### Curriculum and Instruction

Within this division there are five programs or areas of concentration: elementary education, secondary education, reading specialist, media specialist, and science education. Each offers one or more plans of study at the Master's level and also provides for planning programs on an individual basis at the C.A.E.S. and doctoral levels. The overall policy of the division is to afford each candidate as much freedom

of choice as possible in structuring a major portion of his or her own program, including the opportunity to select courses from programs within the division, other divisions within the department, and from academic subject fields.

Requirements: All candidates for the Master's degree are required to complete three courses from divisions other than Curriculum and Instruction. Each program within the division has its own unique additional requirements.

Candidates for the C.A.E.S. are normally required to take the following:

Ed 362	Nonparametric Statistics
or	
Ed 363	Introduction to Statistics
Ed 629	Controversies in Curriculum and Instruction
Ed 720	Curriculum Development for Better Schools
or	
Ed 914	Seminar in Theories of Instruction
Ed 820	Projects in Curriculum and Instruction

The following courses are normally required of all students in the Ph.D. and D.Ed. programs:

Ed 362	Nonparametric Statistics
or	
Ed 363	Introduction to Statistics
Ed 364	Intermediate Statistics
Ed 466	Curriculum Evaluation: Theory and Practice
Ed 629	Controversies in Curriculum and Instruction
Ed 720	Curriculum Development for Better Schools
Ed 820	Projects in Curriculum and Instruction
Ed 914	Seminar in Theories of Instruction
Ed 960	Analysis and Design of Educational Research

### Elementary Education

Coordinator: Dr. Lillian A. Buckley

The M.Ed. degree in elementary education may be attained in one of two ways, depending upon the academic background of the candidate:

Plan A: A minimum 36 hour program designed for candidates with little or no prior educational background

Plan B: A minimum 30 hour program designed for candidates with an undergraduate degree in elementary education.

Candidates in Plans A and B are required to take one course in each of the following areas:

History/Philosophy of Education
Educational Psychology
Educational Research
Special Education

Plan A: In addition to the four courses listed above, the following are required:

Ed 416	Child Psychology
Ed 421	Introduction to Developmental Reading
Ed 420	Student Teaching (6 hours)

Twelve hours are spent as electives:

Plan B: In addition to the 4 courses listed for all candidates, eighteen hours may be selected by the student with the consent of the advisor. Teachers currently working in the field are urged to complete Ed 820 as a part of their programs.

The Elementary Education Program also provides for a C.A.E.S., a program which is planned on an individual basis.



## Secondary Education

Coordinator: *Edword B. Smith*

Three programs designed for prospective or experienced secondary school teachers lead to the Master of Arts in Teaching or Master of Science in Teaching degrees. Plans A and B are designed for liberal arts graduates who wish to enter teaching. Plan C is designed for experienced teachers and recent college graduates who have already prepared for teaching.

**Plan A:** This plan provides a program which combines graduate study with a year of internship teaching. An intern teacher teaches half-time in a secondary school, takes responsibility for half of the load usually assigned a full-time teacher, and receives half salary based on the Massachusetts schedule for beginning teachers. A candidate under this plan must begin graduate study with the summer pre-internship program. The graduate courses to comprise the remainder of the degree program are determined on an individual basis. A typical program would call for 21 graduate hours in Education and 15 graduate hours in an area of concentration. Plan A is normally completed in a year and two summers.

**Plan B:** This plan combines graduate study with a period of field work without pay. Candidates may begin in summer or in September or February on either a full or part-time basis. Graduate courses in the teaching field are determined on an individual basis. A typical program calls for 21 graduate hours in Education and 15 graduate hours in an area of concentration.

**Plan C:** This plan provides the experienced teacher or the graduate from a School of Education without teaching experience a program of graduate study both in education and the teaching field. It can lead to the completion of the requirements of the MAT or MST degree within a two-year period for the person who is concurrently teaching and within a calendar year for the full-time graduate student. Graduate courses to comprise the degree program are planned by the student and advisor on an individual basis. A degree program is composed of a minimum of 30 credit hours in courses taken in education and the teaching field, not necessarily equally from each. Approval of each student's program by the program coordinator is required. Application forms for all three plans should be directed to Office of Admissions, School of Education.

## Reading Specialist

Coordinator: *John F. Sovoge*

The Reading Specialist Program is designed for special reading teachers and classroom teachers who want to increase their knowledge and competency in the area of reading instruction. The Program conforms to recommendations of the International Reading Association Committee on Professional Standards. Three years of teaching experience is required, preferably upon entrance into the program. The M.Ed. program is a minimum 30-semester hour program.

**Requirements:** Courses that are normally required as part of the Reading Specialist Program are:

- Ed 521 Developmental Reading Instruction
- Ed 621 Diagnostic and Remedial Reading
- Ed 323 Reading Instruction in the Secondary School
- Ed 728 Seminar and Practicum in Remedial Reading

In addition to the reading course component, courses are also taken in the areas of educational foundations, measurement, learning disabilities, and related areas. These courses are part of a planned sequence designed to meet

individual student's professional needs and goals.

CAES programs for Reading Specialists are individually designed, according to Department requirements and students' backgrounds and goals.

## Media Specialist Program

Coordinator: *Fred John Pulo*

The M.Ed. Degree for media specialists is a 36-semester hour program leading to qualification as a media specialist according to the recommendations of the Association for Educational Communications and Technology, and the Office of Teacher Certification and Placement for the State of Massachusetts. The program allows flexibility for pursuing any one of the developing areas of specialization in educational technology, such as: administration of media centers, curriculum design and innovation, design and preparation of instructional materials, and selection and utilization of instructional materials.

Full-time students can complete the program in two summers and one academic year. If supervised student teaching is needed to fulfill certification requirements, the program is extended by at least one additional semester.

**Requirements:** In addition to Division requirements, the following courses are normally required:

- Ed 424 Introduction to Educational Technology
- Ed 524 Selection Evaluation and Utilization of the Instructional Materials
- Ed 624 Production of Instructional Materials
- Ed 625 Organization and Administration of the Media Center
- Ed 724 Media Specialist Practicum

The choice of four media elective courses is subject to the guidance and approval of the program coordinator.

## Science Education

Coordinator: *George T. Lodd*

Plans A, B and C of the M.S.T. programs in Secondary Education provide for concentration in earth science, chemistry, biology and physics, general and environmental sciences. Doctoral programs with a concentration in science education for individuals wishing to pursue careers as classroom teachers, department heads, science specialists, program coordinators, or science curriculum developers will normally include selected courses in the sciences along with the following:

- Ed 325 Science in the Elementary School
- Ed 326 Science in the Secondary School
- Ed 725 Practicum in Science Education
- Ed 727 Seminar in Science Education (I and II)

## Education Of The Gifted

Coordinator: *Kothorine C. Cotter*

Plan A, a 30 credit sequence in the M.Ed. program in the education of the gifted, is designed to meet the needs of elementary and secondary school teachers who have intellectually and creatively gifted children and youth in their classrooms, or who are teaching in special programs for them. Plan B, a 36 credit sequence, is designed for those candidates who have degrees in the liberal arts or who otherwise have limited backgrounds in education.

Candidates in Plans A and B are required to take one course in each of the following areas:

- History/Philosophy of Education
- Educational Psychology
- Curriculum Development



Candidates in Plans A and B are required to take the following courses in the sequence given:

- Ed 328 Psychology of the Gifted
- Ed 327 Teaching the Gifted
- Ed 373 Humanistic Education

Candidates in Plan A: In addition to the six courses required of all candidates, twelve credits may be selected with the consent of the Coordinator.

Candidates in Plan B: In addition to the six courses required of all candidates, nine credits may be selected with the consent of the Coordinator. To complete the program, the following courses are also required:

- Ed 416 Child Psychology, or
- Ed 316 Psychology of Adolescence
- Ed 528 Elementary Teaching for the 70's, or
- Ed 305 Techniques of Teaching in the Secondary Schools
- Ed 420 Student Teaching: Elementary School/Gifted, or
- Ed 428 Student Teaching: Secondary School/Gifted

### Counselor Education and Counseling Psychology

Note: Due to limits on numbers who can be accepted to these programs, all persons seeking admission for the Fall Semester must have complete application folders submitted by the previous March 1st.

The Boston College program in Counselor Education and Counseling Psychology is designed to meet professional standards recommended by the American Psychological Association and the American Personnel and Guidance Association.

M.Ed. Students should follow one of two programs listed below. Either program meets provisional state certification requirements, except teacher certification, for guidance counselor, or school adjustment counselor. Those intending to work in non-school settings may vary the program, and state public school certification requirements need not be followed.

The M.Ed. degree contains a common core of counseling courses, and permits selection of a series of recommended courses of professional preparation for either working with children under 12 or with adolescents and adults. Each of the professional courses in counseling is accompanied by prepracticum laboratory experiences.

Students wishing to be counselors in public schools should see that they meet teacher-counselor certification requirements of their state. Those intending to work as counselors in non-school settings may substitute graduate courses in psychology, sociology or economics with permission of the appropriate department heads.

A counseling practicum with a minimum of 150 clock hours in a regular school setting is required for guidance counselor certification in Massachusetts. Practicum usually requires at least two days per week in some agency between the hours of 8:00 A.M. and 5:00 P.M., Monday through Friday. Any student unable to meet this requirement should not apply to the program.

The Master's program in guidance and counseling may be completed in two summers and two regular semesters, in three regular semesters, or part-time within a five-year period.

### Master of Education in Counseling Children

Requirements:

- Ed 440 Principles and Techniques of Guidance
- Ed 443 Counseling and Group Processes in Elementary School
- Ed 448 Career Development and Placement

- Ed 445 Clinical Child Psychology
- or
- Ed 549 Abnormal Psychology for Counselors
- Ed 542 Principles of Behavioral Counseling
- or
- Ed 641 Behavior Disorders in Childhood and Adolescence
- Ed 647 Practicum in Counseling Children
- Ed 416 Child Psychology
- or
- Ed 414 Modern Psychology and Education
- Ed 464 Individual Intelligence Testing
- A graduate course in Special Education
- Plus three electives of student's choice.

### Master of Education in Counseling Adolescents and Adults

Requirements:

- Ed 440 Principles and Techniques of Guidance
- Ed 446 The Counseling Process
- Ed 448 Career Development & Placement
- Ed 465 Group Psychological Tests
- Ed 646 Practicum in Counseling Adolescents and Adults
- Ed 544 Case Studies-Diagnosis: Adolescence
- or
- Ed 641 Behavior Disorders in Childhood & Adol.
- Ed 549 Abnormal Psychology for Counselors
- Ed 414 Modern Psychology and Education
- or
- Ed 315 Psychology of Adolescence
- A Graduate Course in Education other than Counseling, Ed. Psych. or Ed. Research
- Plus three Electives of student's choice.

Certificate and doctoral applicants will only be accepted if they have completed a master's degree in counseling and guidance and the equivalent of two to three years of successful professional experience in the field. Advanced graduate courses numbered between 600 and 900 should be selected.

The C.A.E.S. program completes the professional preparation counselors need beyond the master's degree. Doctoral students may not elect to substitute the C.A.E.S. There is no residence requirement for the C.A.E.S.

The C.A.E.S. in counseling is a permanent part-time program carried on while working full-time as a counselor. For details about the C.A.E.S. in school psychology, see below.

Usually the C.A.E.S. consists of 30 hours beyond the 36-hour M.Ed. The C.A.E.S. candidate must complete at least one post-master's level practicum, demonstrate competency in research, and select at least 18 semester hours of coursework within the counseling offerings exclusive of measurement courses. The remaining coursework may be in related areas.

The doctorate requires a minimum of 54 hours beyond the M.Ed. in counselor education. Doctoral candidates must complete at least 60 graduate semester hours in courses of a psychological nature in education or psychology in order to qualify for membership in the American Psychological Association. They must also demonstrate competency in statistics equivalent to successful completion of Ed 363 and Ed 364; proficiency in counseling through successful completion of at least one year of post-master's level practicums or fieldwork; and a core of required courses in counseling psychology.

These courses are: Ed 640

- Ed 841 Ed 843 or Ed 741
- Ed 842 Ed 844



Electives for the doctorate complete a major in counseling psychology. Minors can be worked out with the student's advisor and doctoral committee. A program combining school psychology and counseling psychology is available for students desiring to work with individuals under age 12.

Practicums in counseling are only open to majors enrolled in the counseling program at Boston College.

Students must sign up for practicum by November 1st or April 1st of the semester preceding such enrollment. Any student signing up who does not enroll for that practicum must wait one year.

### School Psychology

Boston College accepts twelve students per year into a school psychology program leading to the M.Ed. and C.A.E.S. This program is only for full time students attending continuously for five consecutive semesters and one summer in order to meet state certification in Massachusetts. It meets standards recommended by the National Association of School Psychologists. Upon successful completion of the first 36 hours the student will receive a Master of Education degree. However, the M.Ed. does not satisfy state certification requirements. The remaining 30 hours of specialized study and field work must be completed successfully before the C.A.E.S. in School Psychology will be awarded (a total of 66 credit hours).

Because only twelve students can be chosen per year, a good-faith deposit of \$300 is required upon acceptance. This sum will not be refunded, unless notification of withdrawal from the program is received before June 1st of the year the student has agreed to attend. When the student registers the first time the \$300 will be applied against tuition and fees.

During the first semester students should take Ed 540, Ed 464, Ed 579, and an Educational Psychology course. They should work out the rest of their 66-hour program with their advisor as soon as classes begin. Sixty hours must be in the following areas:

I.	Educational Foundation	12 hours
II.	Psychological Foundations	18 hours
III.	Assessment, Prescriptive and Intervention Strategies	24 hours
IV.	Supervised Field Experience	12 hours

It is recommended that the remaining six hours be Ed 440, Principles and Techniques of Guidance; and Ed 448, Career Development and Placement, in order that students can also be certified as school guidance counselors. These can be taken in summer session.

### Educational Administration and Supervision

Boston College offers graduate programs and staff development training for the major administrative and supervisory positions in education. There are programs which lead to the Master's degree, the Certificate of Advanced Educational Specialization, the Doctor of Education and the Doctor of Philosophy degree.

Applicants for admission must meet the following specific requirements of the various degree programs in Educational Administration and Supervision as well as all requirements of the Graduate School of Arts and Sciences and the Department of Education:

For the Master of Education degree —

Be a certified or certifiable teacher with successful experience in education or in some closely related field.

Be recommended for a career in educational administration and supervision by a practicing school administrator.

For the Certificate of Advanced Educational Specialization —

Submit evidence of successful administrative and/or supervisory experience.

Submit a statement of future career goals.

Supply a third reference from a practicing school administrator.

For the Doctoral Degree —

Submit evidence of successful administrative and/or supervisory experience.

Submit a statement of future career goals.

Supply a third reference from a practicing school administrator.

Attend an interview session with members of the Educational Administration and Supervision faculty.

An individual student program leading to the Master of Education degree usually consists of seven courses in Educational Administration and Supervision and three electives. The seven courses are chosen with an advisor from the following:

Ed 450	Introduction to Educational Administration
Ed 451	Personnel Administration
Ed 452	Introduction to Educational Finance and School Business Management
Ed 453	The Elementary School Principalship
Ed 454	The Junior-High and Middle-School Development
Ed 455	The High School Principalship
Ed 456	Legal Aspects of Educational Administration I
Ed 457	Administration of Curriculum: Theory and Practice
Ed 458	Administration and the Political Process
Ed 459	Instructional Supervision and the Appraisal of Teaching

The three elective courses usually are chosen from departmental offerings in Psychology, Philosophy, and Research.

An individual student program leading to the Certificate of Advanced Educational Specialization usually consists of ten courses. The courses selected are those which the student and his or her advisor believe best fit the changing demands of the career in mind. In other words, there is great flexibility in planning individual programs of this type. Certificate programs are designed for currently practicing administrators and supervisors who already have a Master's degree and who do not plan to seek a Doctoral degree, but who see the value of an individually planned advanced graduate program.

An individual student program leading to a Doctoral degree consists of a minimum of fifty four (54) graduate credit hours beyond the Master's degree. Programs consist of a major area of specialization and a departmental core of research, statistics, and the foundations. A minor area may be included, however this feature expands a program to more nearly a minimum of sixty (60) graduate credit hours beyond the Master's degree.

The required courses in the major area include the following:

Ed 755	Educational Leadership
Ed 852	Administrative Communication
Ed 853	Seminar in Finance and Business Management of Schools
Ed 952	Seminar in Problems of School Administration
Ed 953	Supervision II: Systems Management and Organizational Development



Ed 956 Legal Aspects of Educational Administration II

Ed 958 Internship in Educational Administration

Elective courses make up the remainder of a student's major area.

The Departmental Core for doctoral programs in educational administration and supervision consists of graduate courses which sample the areas of statistics, research and the foundations. Courses selected here are those not ordinarily found in the Master's degree core and represent a continuing higher level of study.

The Professional School Administrator Program: This is a specially designed three-year doctoral program which leads to the Doctor of Education Degree. Experienced school administrators selected for this program meet two full days per month during the fall and spring semesters plus five days during the summer, and spend additional time on campus for their research and individual conferences. The First Class entered the program in 1973. The Second Class entered the program in the summer of 1976. The Third Class will enter the program during the summer of 1979. All of the requirements of the Graduate School of Arts and Sciences and the Department of Education apply to this program including the application procedures. In using the regular application form, write "Professional School Administrator Program" under area of concentration. A program brochure is available upon request to the Department of Education, Campion Hall, Boston College, Chestnut Hill, Ma. 02167.

### Educational Research, Measurement and Evaluation

The program in Educational Research, Measurement and Evaluation is designed to prepare researchers with specialized competence in the evaluation of educational innovations and in basic quantitative research methodology for the social sciences and human services. Graduates of the program are qualified for academic posts in university departments of education or psychology. They are also qualified for research positions in universities, foundations, local education agencies, state and regional departments of education and other human services, and in research development centers.

#### M.Ed. Program:

A minimum of 30 semester hours and satisfactory performance on a comprehensive examination are required for the M.Ed. degree. There is no thesis requirement. The courses for the M.Ed. degree may ordinarily be completed in two semesters and a summer of full-time study.

##### Core requirements:

Ed 563 Statistical Inference I

Ed 564 Statistical Inference II

Ed 461 Pro-Seminar in Methods of Educational Research

Ed 366 Introduction to Computer Programming

Ed 367 Introduction to Analysis of Research Data

##### At least three of the following should be taken:

Ed 462 Construction of Achievement Tests

Ed 464 Individual Intelligence Testing

Ed 466 Models of Program and Curriculum Evaluation

Ed 467 Practical Aspects of Program and Curriculum Evaluation

Ed 561 Evaluation and Public Policy

Ed 568 Examining School Effectiveness

The M.Ed. student will also generally take at least one course in Educational Psychology and one in Philosophy or History of Education.

#### Ph.D. Program:

This program prepares researchers with specialized competence in the evaluation of educational innovations and in basic quantitative social science research methodology. A minimum of 54 credits beyond the M.Ed. is required. Emphasis is on the application of research design and statistical methods in making measurements and drawing inferences about educational and social science problems, with special attention given to methods of data collection and analysis of data. Training and experience is provided in the use of computers in statistical analysis and model development. Knowledge of a computer language is gained by all students.

Students are expected to develop a basic understanding of modern techniques of test construction and evaluation, design of experiments, univariate and multivariate statistical analysis of data, and the development of mathematical and computer simulation models of educational processes.

Care is taken to design programs of study and experience according to the individual student's needs, interests and goals.

Students may have a minor, or a joint program, in Educational Psychology, Special Education, Computer Science and Management, Educational Administration, or other areas.

Requirements: In addition to the courses required for the M.Ed. in Educational Research, Measurement and Evaluation, the following core courses will normally be included in each program:

Ed 664 Design of Experiments

Ed 666 Simulation Models in Behavioral Research

Ed 667 Introduction of Multivariate Statistical Analysis

Ed 668 Topics in Multivariate Statistical Analysis

Ed 669 Psychometric Theory

Ed 860 Survey Methods in Social and Educational Research

Ed 868 Construction of Attitude and Opinion Questionnaires

Ed 960 Design and Analysis of Educational Research

An internship in Educational Research may be included in a student's program; this consists of a half-time assignment to a school system, social agency, or on-campus research or evaluation agency involved in curriculum experimentation, change, evaluation or social science research. Supervision of the internship is provided by professors in the Division of Educational Research.

##### Applicants are required to submit:

(1) evidence of superior academic achievement as indicated by graduate and/or undergraduate transcripts; (2) two letters of recommendation; (3) scores on the aptitude tests of the Graduate Record Examination and the Miller Analogies Test; (4) a letter stating the applicant's reasons for desiring to pursue a Ph.D. degree in Educational Research, Measurement and Evaluation. Where possible, a personal interview with the Division of Educational Research faculty is preferable to the letter. In addition, applicants should possess a high level of interest in quantitative analysis and a strong desire for a professional career in educational research.

### Religious Education

The Institute for the Study of Religious Education and Service at Boston College is one of the largest graduate facilities in North America dedicated primarily to the academic and practical formation of religious educators. The Institute



combines the resources of the Theology department, the School of Education and its own core Religious Education faculty, together with the opportunity for cross-registration in the Boston Theological Institute to serve religious educators in the scholarly and practical development of theological and religious educational insights and skills. The Institute offers a Master of Education degree (M.Ed.) in Religious Education and the Certificate of Advanced Educational Specialization (C.A.E.S.).

Students for the Master of Education degree in Religious Education pursue studies in Theology, Bible and Religious Education. The ordinary credit requirements for the Master of Religious Education is 36 credits.

Students with a Master's degree in Theology, Education or a related field, and at least three years of occupational experience may apply for the Certificate of Advanced Educational Specialization. Programs are designed with individualized attention to student's background and aspirations, with minimum stipulated course requirements in Theology, Bible and Religious Education. The ordinary credit requirement for Certificate students is 36 credits.

Students for the Masters and the Certificate may study during the academic year as well as during the summers. Comprehensive examinations are required of all candidates in the M. Ed. and C.A.E.S. programs.

### Interdisciplinary Doctoral Program

The Institute in cooperation with the university's Department of Theology and School of Education also offers an Interdisciplinary Doctoral degree (Ph.D.) in Religion and Education.

### Higher Education

Both the Ph.D. and the D.Ed. degrees are offered in Higher Education. The program is designed to prepare professional and research workers at the doctoral level in the areas of college and university administration, student personnel and community college.

Requirements: A core of at least 8 courses are selected from the following:

- Introduction to American Higher Education
- Organization and Administration of Higher Education
- Student Personnel-Student Development Programs in Higher Education
- College Student Policies and Practices
- Introduction to Community-Junior College I
- Introduction to Community-Junior College II
- College Teaching
- Issues in American Higher Education
- Higher Education in Other Nations
- Theories of Student Personnel and Student Development
- Financial Management in Higher Education I & II
- The College, Courts and the Law
- Seminar in Administration of Higher Education
- Seminar in Curriculum in Higher Education
- Seminar in College Student Personnel Policies and Practices
- Colloquium: Student and Campus Cultures
- Colloquium: Community-Junior College
- Internship in University Administration
- Internship in Community-Junior College
- Internship in Student Personnel
- Reading and Research in Higher Education

In consultation with a program advisor, students will select the remaining courses from other divisions or departments which fulfill their individual needs and interests. The instructional resources of the University provide an

extensive range of advanced offerings from such areas as Counseling, Information Processing, Management, Public Administration, Psychology and Sociology. Prerequisite to entry into the higher education program is some experience in teaching or administration in higher education.

### Special Education and Rehabilitation

This division offers graduate programs at the M.Ed., C.A.E.S., and doctoral levels. The Master's degree programs include the following:

#### 1. Special Educator Program

Coordinator: Dr. Jean Mooney

The Special Educator is a 2 tract cross-categorical master program leading to university endorsement for interim approval as a generic teacher or teacher of children with moderate special needs.

Generic Specialist - the Generic Specialist is trained to deal with educational problems across the broad range of mild to moderately handicapping conditions. Emphasis is placed on diagnostic-prescriptive teaching, curriculum adjustment and those interpersonal skills appropriate to the role of the consultant. Prerequisite to entry into this program are a basic teaching credential and a minimum of two years of teaching experience.

Moderate Special Needs - this tract prepares specialists who will provide direct services to children within resource rooms or substantially separate classes. Again, training is cross-categorical focused on educational need rather than category of handicapping condition. No previous teaching experience is required. Entry into the Program may be at any one of three levels:

Level I - Students with no previous background in education select the sequence of courses leading to certification in Elementary Education.

- Elementary (18 hours)
- Philosophy of Education
- Educational Psychology
- Child Psychology
- Intro. to Developmental Reading
- Modern Math in the Elem. School
- Elementary Teaching in the 70s

or

Language Arts

After completion of Level I, these students go on to take the core courses of Level II.

Level II - For students already certified in Elementary or Secondary Education (39 hours) Special Educator Core (36 hours).

- Behavior Management Strategies
- Human Development and Handicapping Conditions
- Categorical and Cross-Categorical Approaches to Special Education
- Educational Assessment of Learning Problems
- Remedial Strategies
- Evaluation and Guidance of Exceptional Children or Human Relations in Work With the Handicapped
- Introduction to Language Disorders
- Remedial Language Instruction
- Math Methods for Children with Special Needs
- Research Methods
- Student Teaching

Elective (choice of 1) such as:

- Behavior Disorders in Childhood and Adolescence



Reading in the Secondary School  
 Infant and Pre-school for the Handicapped  
 Clinical Child Guidance  
 Multi-Disciplinary Approach to Mental  
 Retardation

Teaching the Emotionally Disturbed Child

Level III - For students already certified in Elementary or Secondary and Special Education (39 hours).

Programs are individually planned according to student's past experiences and career goals.

Students have the option of "testing out" of courses which they have acquired through previous course work and experience. Electives may be substituted for these courses. Six hours of appropriate graduate credit may be transferred.

Students who wish to meet a categorical certification in another state may elect the more individualized program which may include selected courses in the core and course work in either of the following areas:

#### Emotional Disturbance

Behavior Disorders in Childhood and Adolescence 3

Teaching Emotionally Disturbed Children 3

Educational Problems of Children with Special Needs 3

(Section 1)

Student Teaching 6

#### Mental Retardation

Teaching Mentally Retarded Children 3

or

Teaching Adolescent Mentally Retarded 3

or

Meeting the Needs of the Trainable M.R. 3

Educational Programming for Children with Special

Needs 3

(Section 2)

\*Student Teaching 6

\*Summer Practicum may be arranged.

## 2. Program for Educators of the Visually Handicapped

Coordinator: To Be Announced

The Program for Educators of the Visually Handicapped is at the graduate level, leading to an M.Ed. The objective is to prepare teachers for a variety of educational programs for the visually handicapped, including itinerant teacher/consultants, resource rooms, and schools or classes for the visually handicapped. The goal is to train educators who can teach both blind and partially seeing students who may be singly- or multi-handicapped. For students who have an undergraduate degree in education of the visually handicapped, an individually designed graduate program may be planned with the advisor to improve one's proficiencies in working with exceptional children.

This program is open to students who have a Bachelor's Degree from an accredited college or university. Students who do not have an elementary or secondary teaching certificate may incorporate these requirements into their coursework. Teachers with successful classroom experience in regular classrooms or in special education are especially encouraged to apply.

The prescribed curriculum is of variable length (from fourteen months to two academic years) depending on the level of entry into the program. It includes both academic coursework and practicum experience. Student teaching is provided in public schools and in public and private residential schools for the blind. Students are advised to have practicum in both types of programs and with pupils of a variety of ages. Student teaching assignments are possible outside the Boston area.

The program is designed for full-time and part-time students. Most part-time students are teachers in service, who attend summer classes and/or classes scheduled in the late afternoon. A full-time program is recommended wherever possible because it permits students to have a greater variety of coursework and experience.

A teacher of orientation and mobility who has a teacher's certificate in regular education is eligible to attend as a part-time student with the objective of becoming certified as a Teacher of the Visually Handicapped.

Those people who complete the program for educators of the visually handicapped are eligible to enroll in a special summer and fall semester course sequence designed to prepare persons with dual certification as a teacher of the Visually Handicapped/Peripatologist.

According to previous background, entry into the program may be at any one of three levels.

Level I - Students with no previous experience in education take the sequence of courses leading to certification in elementary education. After completion of Level I, these students continue to Level II.

Level II - For students already certified in elementary or secondary education.

Courses Prerequisite For Students Entering at Level II:

The Teaching of Reading, i.e., Ed 104, Ed 421, or Ed 521

Mathematics in the Elementary School, i.e., Ed 100, or Ed 520

(or their equivalents)

These prerequisite courses may have been taken at any time and at any college or university at the undergraduate level. Students who are unable to take these courses before starting the program, may register for these courses concurrently with their other courses, increasing their total coursework to include them.

Level III - For students already certified in elementary or secondary education and to teach the visually handicapped.

Programs are individually planned according to the student's past experiences and career goals.

Level I and II combined require approximately 54 hours and can usually be completed in two academic years as a full-time student. A student taking Level II only can usually complete the program in 14 months - an academic year and two summers.

A limited number of federal scholarships are available which cover the cost of part of the tuition for Level II. Application forms are available from the Division of Special Education and Rehabilitation, McGuinn Hall, Room B14, Boston College, Chestnut Hill, Massachusetts 02167.

## 3. Deaf/Blind, Multihandicapped Program

Coordinator: To Be Announced

The Deaf/Blind, Multihandicapped program is generally a two year course of study; but may be somewhat shorter for an experienced teacher of the multihandicapped.

The program is designed to meet a national need for specialists to work with deaf/blind and other severely multihandicapped children. The course of study combines theory and practicum in an ascending level of sophistication, leading to an M.Ed. Students enrolled in the program participate in practical experiences throughout the country and must signify a willingness to relocate outside of the Boston area.

Financial Aid is available for a limited number of students through a grant from the Bureau of Education for the Handicapped, U.S. Office of Education, Department of Health, Education and Welfare. If financial assistance is needed, please request the appropriate form, and upon



completion, return it to the Division of Special Education and Rehabilitation, Boston College, McGuinn Hall B-14, Chestnut Hill, MA 02167.

Students are admitted to the Program in June and September.

#### 4. Peripatology Program

Coordinator: Mr. Hugo Vigoroso

The Peripatology Program prepares personnel to become a member of a re/habilitation team and to teach orientation and mobility to youth and adults who are blind or visually handicapped. Orientation and mobility teaching encompasses the art and science of assisting blind or visually handicapped individuals to learn those skills and methods which would enable them to move from one place to another with safety, purpose and confidence. This implies the teacher competencies of attending to a total human being and assisting in the process of developing perceptual-motor/cognitive abilities appropriate to said movement.

The program of studies leading to an M.Ed. degree consists of academic, field and clinical experiences over a twelve (12) month period. Students may enter the program in June or September.

The required course work is offered by regular faculty members of the Graduate School and special faculty members drawn from the medical centers and agencies for the blind in the Greater Boston area. Clinical phases are conducted in cooperation with agencies and schools serving blind youths and adults.

Practicum experiences are provided throughout the program. This segment of the program encompasses three phases: pre-clinical experiences which include simulated teaching and, travel without the use of vision and with the use of partial vision; supervised teaching which is on a part-time schedule, includes observation of teaching and beginning teaching experiences; and internship during which time students teach on a full time schedule at a school or agency.

Course listings and other materials are available from the Division of Special Education and Rehabilitation.

Students are admitted to the program in September and June.

#### 5. Dual Program for Teachers of Visually Handicapped (or Multihandicapped) and Peripatology

This is an individually planned program of approximately 12 credit hours which permits persons certified or certifiable as teachers of the visually handicapped (or multihandicapped) to be certifiable in peripatology and which permits peripatologists to be certifiable as teachers of the visually handicapped. The program includes course work and practicum for the area in which the student seeks additional qualifications.

Persons completing a dual program will be qualified for positions requiring specialized training in teaching the visually handicapped and peripatology or for positions requiring specialized training in teaching the multihandicapped and peripatology.

## Department of English

### Master of Arts Program

Students seeking the degree of Master of Arts in English have a choice of fulfilling the University's standard 30-hour requirement under either Plan A or Plan B. The choice of Plan A or Plan B depends upon the student's prior studies, future plans, and consultation with the Program Director.

**Plan A:** Students electing this Plan will be expected to fulfill the requirements in the following ways: (1) to complete satisfactorily the requirements in courses granting at least 18 semester hours of graduate credit; (2) to register for up to 12 semester hours of guided study in criticism and literary history (En 691 Guided Study: Criticism; En 692 Guided Study: Criticism; En 693 Guided Study: Literary History; En 694 Guided Study: Literary History); (3) to pass three examinations in the following order: a written examination to demonstrate their ability to read a foreign language, a written examination in criticism, and an oral examination on the continuity of English and American Literature. Scheduled graduate courses may be substituted for all or part of the 12 hours of guided study at the discretion of the student and the Program Director.

Details of these examinations and conditions applying to Plan A are supplied in paragraphs below.

**Plan B:** Students electing this Plan will be expected to complete satisfactorily the requirements in courses granting at least 30 hours of graduate credit, three of which must be in a course on Bibliography and Methodology, and to pass two examinations in the following order: a written examination to demonstrate their ability to read a foreign language, and an oral examination on the continuity of English and American Literature.

Details of these examinations and conditions applying to Plan B are supplied in paragraphs below.

The examination in *foreign languages* which is identical for students electing either Plan A or Plan B, will be offered each semester and the candidate may elect to take it in a wide range of languages related to an area of special interest. The written examination may be waived if the candidate can supply proof of proficiency in a language other than English in the form of an undergraduate transcript carrying credits for the completion of at least six semester hours in an advanced course with grades of B or better; or College Entrance Examination Board scores indicating upper-percentile achievement.

The *oral examination* is offered each semester and may be taken only after the candidate has passed the written examination in criticism, if pursuing qualification under Plan A, or all course requirements if seeking qualification under Plan B, and the foreign language examination, whether pursuing qualification under Plan A or Plan B. The examination, based upon a list of books intended to be representative of the historical scope of English and American Literature, is identical for candidates pursuing either Plan A or Plan B.

Copies of the list of titles upon which the candidate will be expected to stand examination are available upon registration from the Department. Students are advised to make use of the Departmental counseling services, which are regularly available to them, in order to help them prepare for this examination by making an informed choice of the courses regularly available to them.

There is no thesis requirement of students pursuing either Plan A or Plan B.

**Plan A:** The written examination which students expecting to qualify under Plan A must take is based on four texts which are published at the beginning of each semester. The candidate is expected to write essays on three of the texts, for two hours on one, and for one hour on each of the other two. The questions in this examination are designed to provide the student with an opportunity to demonstrate detailed familiarity with the texts chosen, and also with the relevant critical and scholarly interpretations of the text as the candidate has been able to develop them through his or her own research.



Admission to all Master's programs in English presupposes prior submission of all previous undergraduate transcripts, as well as transcripts of all previous graduate work, letters of recommendation, and Graduate Record Examination (GRE) scores, including both the Aptitude Scores and the Achievement Scores in English.

### Master of Arts in American Studies

American Studies is designed to develop an understanding of the American experience by bringing the student to an integrated holistic confrontation with American culture. The program is extensive in that it allows the student to work in a number of different disciplines and intensive in that the techniques and information which are learned from them are focused upon particular problems in American culture.

American Studies at Boston College is an interdepartmental program leading to the Master of Arts degree. Participating in the program at present are the Departments of Economics, History, Sociology, Political Science, and English. The program is administered by a committee composed of representatives from each of the cooperating departments. A two semester core course required of all the American Studies candidates seeks to bring the broad range of interests of the cooperating departments to bear on American culture in order to show how a good interdisciplinary would attack themes, problems, and issues in a chosen field.

Candidates for the M.A. in American Studies will concentrate in one of the cooperating departments. In addition to 6 hours for the core course, all students will be expected to earn 12 hours in their field of major concentration, 9 hours in a field or fields related to their major interest, and 3 hours for a research paper for a total of 30 credit hours. The required research paper should demonstrate the student's ability to view some aspect of American culture holistically. The topics will be approved in consultation with the student's advisor and the American Studies committee. (Since students in American Studies whose field of major concentration is History must take a research seminar, the research paper requirement may be met within the confines of the seminar requirement.)

The candidate will take an oral comprehensive examination which will be tailored to reflect a capacity to synthesize diverse areas of knowledge and will focus on the candidate's major interest. The examining board should consist of at least one member of the American Studies committee.

There is no language requirement for the M.A. in American Studies.

An applicant for admission to the American Studies program should submit an application to the department of the desired major concentration. Admission of any applicant will be determined both by the major department and the American Studies committee. Admission to all Master's Programs in English presupposes prior submission of all previous undergraduate transcripts, as well as transcripts of all previous graduate work, letters of recommendation, and Graduate Record Examination (GRE) scores, including both the Aptitude Scores and the Achievement Scores in English.

### Master of Arts in Medieval Studies

Parallel to the Degree of Master of Arts, but different from it in significant ways, the Master of Arts in Medieval Studies is awarded to students who have satisfactorily completed courses granting at least 30 semester hours of graduate credit, and have passed three examinations: a written examination in criticism, an examination of a foreign lan-

guage, and an oral examination based on a list of 20 literary works.

Among the 30 credits which must be obtained through course work, 3 semester-hours of credit must be in Old English, 3 in Middle English, and 3 in graduate seminars in the medieval area (such as Critical Approaches to Medieval Literature) offered by the department once each year; a minimum of 6, and a maximum of 12, credits in courses other than those offered by the Department of English which are relevant to a degree in Medieval Studies — such as history, philosophy, theology, Germanic studies, and Romance languages — is also necessary. The candidate may, with the permission of the Director of the M.A. in Medieval Studies Program, substitute 3 semester-hours of credit in graduate courses, offered by the English Department and by other departments, that are not in the medieval period but can be shown to be relevant to the Medieval Studies Program.

The written examination in criticism is based on five texts announced at the beginning of each semester, two of which will be Old English works, the other three being Middle English. The student is to write for two hours on one of the texts, and for one hour each on two others, choosing one Old English and two Middle English texts, a total of four hours in all. As with the regular M.A. in English, "the candidate is expected not only to be thoroughly familiar with the texts themselves, but also to gain a thorough working knowledge of the critical and scholarly literature relevant to the three works chosen." (See above, under "Master of Arts Program," for a complete description of the expectations for this examination.)

The successful passing of an examination in Latin, French, German, or Italian will fulfill the *foreign language* requirement for the M.A. in Medieval Studies. It will be given each semester.

The oral examination, an hour in length, may be taken only after the candidate has passed the written examination in criticism and the foreign language examination. It will test the candidate's knowledge of Old and Middle English language and literature both broadly and narrowly: the relationships between texts as well as detailed knowledge of individual texts. Early in the semester in which he or she wishes to take this examination, the candidate will submit a list of 20 titles of literary works he or she wishes to be examined on, including 3 relevant non-English medieval works and 3 relevant classical works, to the Director of the M.A. in Medieval Studies Program, who will submit the list to the M.A. in Medieval Studies Committee for approval. No explanatory essay is necessary, but some coherence and balance in the titles is expected. The examination will be given by a committee appointed by the English Department. By petition, one member of the examining committee may come from one of the other departments in which the candidate has taken courses.

There is no thesis requirement for the program.

### Master of Arts in Teaching

The Department, in cooperation with the School of Education, offers a program leading to the degree of Master of Arts in Teaching. In addition to the usual 15 graduate hours in English, students in this program must pass the Department's written examination to demonstrate their ability to read a foreign language and an oral examination on the continuity of English and American literature.

### Graduate Assistantships and Teaching Fellowships

A number of assistantships and fellowships, with stipends up to \$2600 plus remission of tuition, are available for M.A. candidates.



## Doctor of Philosophy Program

No more than five students will be admitted to the doctoral program each year. The small number of students makes possible a flexible program, in which the forms of requirements and examinations are suited to the interests and needs of each student.

All students accepted into the program receive fellowships ranging from \$1800 to \$2700 plus tuition remission to facilitate full-time work so that all requirements are completed within four years. Fellowships are normally renewed for the four years as long as satisfactory progress is being made towards the degree.

## Course Requirements

Students are required to take four doctoral seminars in their first six semesters. Another graduate course may be substituted for one of the seminars after consultation with the instructor and approval of the Director under ordinary circumstances at the beginning of the course. All other course work is elective.

## Independent Study: Readings and Research

Either individually or in small groups, students may arrange with members of the faculty to take a course of readings and research in a subject not covered in standard course offerings.

## Examinations

Students are required to pass a major field examination and three minor field examinations. Students planning to take an examination should so inform the Department Chairperson at least two months beforehand, at which time the Chairperson will name the board and set the time and place for both the examination and a preliminary meeting between the student and the board. At or before the preliminary meeting the student will submit to each board member a tentative list of titles to be examined on and in the case of a minor examination a definition of the specific topic, scope, and format of the proposed examination. These matters will be discussed, modified if necessary, and approved at the preliminary meeting.

A major examination consists of a two-hour oral examination covering a substantial field of English or American literature.

A minor examination is narrower in scope and normally runs one and one-half hours. It may resemble the major examination in consisting of a direct oral examination on a specified reading list, but students are encouraged rather to choose formats for minor examinations that approach the material with a particular pedagogical or scholarly end in view, for example, defending the outline of a viable course in the field, defending a planned anthology, giving a lecture, or writing an essay on a significant topic in the field.

A student wishing to withdraw from a scheduled examination must give two weeks notice to the Department Chairperson.

All examinations are graded according to the standard graduate school grading scale: Pass with Highest Distinction, Pass with Distinction, Pass, Fail. The chairperson of the examining board is responsible for submitting to the Department Chairperson as soon as practicable the grade for the examination along with a written evaluation of the student's performance. Other members of the board may also submit individual reports for the student's Department file.

## Teaching

The teaching of two three-credit undergraduate courses with the guidance of an advisor is part of the doctoral requirement. This is often done in the third year but can be done in the second. The teaching may take one of three forms, or a combination of two of them:

- a. Teaching in the staff course called Introduction to English Studies, a course generally taken by sophomore English majors.
- b. Teaching English elective courses of the student's own design with the advice of a faculty member selected by the student.
- c. Teaching in the core program, i.e., Freshman English, again with an advisor of the student's choosing. Within the broad limits of the freshman courses offered by the Department — English Literary Survey, Writing and Rhetoric, and Study of Literature — one chooses one's own texts and largely designs one's own course.

In the fall there is a meeting for all students planning to teach the following year, in order to explore the options with the Program Director and other faculty. Then a student should inform the Department Chairperson of his or her proposed courses and the name of the faculty advisor by December 15.

## Research Service

In their first four semesters students serve as research assistants to senior faculty members. This involves helping the faculty member with scholarly work to the extent of about four hours per week. As an alternative one may devote equivalent time to tutorial work with the remedial English program.

## Language Requirement

The Ph.D. language requirement may be fulfilled in two ways:

- a. Passing the Departmental reading examinations in two languages.
- b. Demonstrating a fuller knowledge of a single language by passing a reading examination and writing a scholarly paper on a literary topic involving problems of language or style. With the approval of the English Department examiner in a given language, the paper may be one written for an advanced language course.

## The Dissertation

Students may fulfill the dissertation requirement by writing an original book or monograph length study of an appropriate subject or by writing a substantial publishable article. The student should first consult with the faculty member he or she wishes to direct the dissertation and obtain approval of the topic. Then the student should inform the Department Chairperson, who will name second and third readers in consultation with the dissertation director. Working arrangements among student, Director, and readers necessarily vary from one dissertation to another, but it is the responsibility of the Director to see that at least one of the other readers is involved as early as is feasible.

The students are responsible for acquainting themselves with all University requirements, fees, and deadlines pertinent to thesis submission and graduation. Information on these matters can be obtained from the Department Secretary, the Program Director, or the University Registrar's office. The dissertation director is also responsible for being aware of all pertinent deadlines and University thesis requirements.



### The Ph.D. Colloquium

A student committee organizes and schedules monthly Ph.D. Colloquiums, at which faculty members, outside guests, or senior doctoral students lead discussions of literary topics. First and second year students are expected to attend, and all doctoral students and faculty are invited.

### Pacing One's Program

The program is designed to be completed in four years while retaining maximum flexibility within that span. Therefore adequate planning and pacing of one's own program is of crucial importance. In consultation with the Program Director, students should project a timetable for themselves before the end of their first year, observing the following guidelines: Counting each required seminar, each field examination, and each semester of teaching as one unit, students should

complete 2 to 3 units by the beginning of the second year;

complete 5 to 7 units by the beginning of the third year;

complete 10 units by the beginning of the fourth year.

(Note that this calculation does not include language examinations.) It is expected that students will be in a position to embark fulltime on their dissertations at the beginning of or very early in their fourth year, but they are urged also to settle on a topic, consult with a thesis director, and do preliminary work before the end of their third year, even if an examination remains to be passed.

## Department of Geology and Geophysics

### Master of Science Program

#### Application

Applicants to the Master of Science degree program generally fall into one of the following categories: 1) students well-prepared in geology or geophysics with courses in mathematics, physics, chemistry, and/or biology who are interested in broadening their experience at the M.S. degree level before employment or doctoral studies elsewhere; 2) students well-prepared in mathematics or one or more of the natural sciences other than geology or geophysics and who wish to use the M.S. degree program to transfer into the earth sciences.

Applicants should submit, in addition to the normal application forms, transcripts, and letters of recommendation, a personal evaluation of the strengths and weaknesses of their undergraduate education (including course and non-course experience), their graduate study interests and current post-degree plans. The Verbal, Quantitative, and Advanced test scores of the Graduate Record Exam (appropriate to the undergraduate major) are required.

#### Requirements

No single curriculum is prescribed beyond the Department's undergraduate or equivalent requirements for a major; instead course and research programs are developed by the student and an advisory committee that are consistent with the student's background and professional objectives.

Students entering without broadly based backgrounds in either geology or geophysics generally require more time to complete the program. A minimum of 36 course credits are required; of these, up to six (6) credits may be in undergrad-

uate level (0-299) geology and geophysics courses; up to six (6) credits are allowed for the required M.S. Thesis; and up to twelve (12) credits may be obtained by cross-registration in the Department of Geology at Boston University through a co-operative program.

A comprehensive oral examination is given each student near the end of the program.

#### Assistantships

Teaching assistantships are available to M.S. candidates with awards including stipends and tuition remission up to \$4,300. Research assistantships are also available. Some awards are given, on a competitive basis, to help defray the thesis research expenses.

### Master of Science in Teaching Program

#### Application

The Department of Geology and Geophysics offers a program leading to the Master of Science in Teaching degree in co-operation with the Department of Education. This program, which is designed for prospective teachers, acknowledges variations in prior background and skills and consists of three plans. Plan A and B are commonly for those candidates without prior teaching experience; a 36 credit minimum M.S.T. degree program in which at least 5 courses are in the earth sciences, 5 courses in education and 6 credits are for supervised internship teaching. Plan C is for experienced teachers and is a 30 credit minimum M.S.T. degree program (since the internship is not necessary) of which at least 5 courses are in the earth sciences. The application procedures for the M.S.T. degree programs are the same as for the M.S. degree program. The application may be submitted either to the Department of Education or the Department of Geology and Geophysics. However, prospective students must be accepted by both the Department of Education and the Department of Geology and Geophysics.

#### Requirements

The 5 required courses in the earth sciences must be chosen from among the following: 2 courses from Physical Geology or Historical Geology or Field Geology, and 1 course from each of the following groups: A) Mineralogy, Regional Stratigraphy, or Paleontology, B) Meteorology, Oceanography, or Astronomy, C) Introduction to Petrology and Petrography, Structural Geology, Marine Geology, Plate Tectonics/Global Geology, or Introduction to Geophysics. Students who have previously taken these courses may substitute other graduate courses within the Geology and Geophysics Department with approval. One semester of full-time residency may be necessary. A comprehensive examination is given to each student at the end of the program. This examination is in two parts; one part is oral in the Earth Sciences, the other part is given by the Department of Education.

#### Assistantships

Teaching Assistantships are available to full-time M.S.T. candidates with awards, including stipends and tuition remission, up to \$4,300. M.S.T. candidates in Plan A may be eligible for teaching internships in a local school system: these carry a stipend of up to \$3,750 and earn six (6) credits in student teaching.

### Boston University Cooperative Program

The Department operates a cooperative program with the



Department of Geology at nearby Boston University. This program permits degree candidates at Boston College to pursue courses which are unavailable at Boston College, but available at Boston University. A list of these courses is available in the Departmental office.

## Department of History

The M.A. and Ph.D. degrees are offered with concentrations in Medieval History, Early Modern European History, Modern European History, Russian and East European History, and American History. The department offers supplementary work in Latin American History and Asian History.

Programs have been established in American Studies, in Russian and East European Studies, and in Medieval Studies for those who wish to gain a more comprehensive understanding of the literature, culture, economics, politics, and social institutions of these areas.

The department stresses analysis, interpretation, and evaluation of historical subjects, as well as research which prepares the graduate student for service as a teacher-scholar. Achievement of these goals is arrived at through a program of lecture courses, colloquia, and seminars. Admission to the graduate program is selective, classes are small, and the ratio between students and professor is ideal for graduate training.

Requirements: The M.A. degree requires 30 graduate credits, a distribution requirement for each particular program, and an oral comprehensive examination.

Students are not allowed to complete the M.A. program by attending only summer sessions, but are required to take a total of at least four courses (12 credits) during the regular academic year.

### The Master of Arts in History

This program offers an M.A. with or without a thesis. Abler students, particularly those whose ultimate objective is the Ph.D. degree, are encouraged to write a thesis. The thesis counts as six credits toward the M.A. requirements. Interested students must petition the Graduate Committee of the department for admission to the M.A. program with the thesis. Once permission has been granted, formal work on the thesis begins only after the comprehensive examinations are passed.

All candidates for the M.A. in history are encouraged to pursue an individual course of study. In making their selection of courses and seminars, students are urged to widen their chronological and cultural horizons while deepening and specifying one special field of concentration. Considering these criteria, students must select and complete 18 hours in a major field and 12 hours in a minor field. Available as major or minor fields are American History, Medieval History, Early Modern European History, Modern European History (encompassing English, Irish, Continental Europe, East European History and Russian History). An interdisciplinary M.A. in Slavic Studies is administered by the Department of Slavic and Eastern Language.

The minor fields available are Latin American History, African History, and Asian History. Any student whose prior academic preparation is sufficiently developed in some respect as to warrant that an exception be made to the above requirements may, with the consent of their advisor, request the Graduate Committee of the department for permission to substitute a different proportion or variety of courses and fields than those normally required. The opportunity for study in a major or minor field is open to the extent that the department offers sufficient course work

in the student's area of interest.

The possibility of study in departments outside of History exists, and with the permission of the Graduate Committee of the department a candidate whose advisor so recommends, may earn as many as six credits in Classics, Economics, English, Political Science, Sociology or other related disciplines. Graduate credits earned in a related discipline will be included in the distribution requirements for the major field.

In addition to the general requirements for the M.A. degree, students in the History program are required to complete a seminar in their major field. They must also write a substantial paper in a graduate course in their minor field. Furthermore, they must pass a foreign language reading examination, either in French, German, or Russian. Another foreign language, when it is directly relevant to the research of the student, may be substituted with permission of the Graduate Committee of the department.

### The Master of Arts in American Studies

American Studies is designed to develop an understanding of the American experience by bringing the student to an integrated holistic confrontation with American culture. The program is extensive in that it allows the student to work in a number of different disciplines and intensive in that the techniques and information which he or she learns from them are focused upon particular problems in American culture.

American Studies at Boston College is an interdepartmental program leading to the Master of Arts degree. Participating in the program are the Departments of History, English, Sociology, Economics and Political Science. The program is administered by a committee composed of representatives from each of the cooperating departments. A two-semester core course required of all the American Studies candidates seeks to bring the broad range of interests of the cooperating departments to bear on American culture in order to show how a good interdisciplinarian would attack themes, problems, and issues, in a chosen field.

Requirements: Candidates for the M.A. in American Studies will concentrate in one of the cooperating departments. In addition to 6 hours for the core course, all students will be expected to earn 12 hours in their field of major concentration, 9 hours in a field or fields related to their major interest, and 3 hours for a research paper for a total of 30 credit hours. The required research paper should demonstrate the student's ability to view some aspect of American culture holistically. The topics will be approved in consultation with the student's advisor and the American Studies committee. (Since students in American Studies whose field of major concentration is History must take a research seminar, the research paper requirement may be met within the confines of the seminar requirement.)

The candidate will take an oral comprehensive examination which will be tailored to reflect his or her capacity to synthesize diverse areas of knowledge and will focus on the major interest. The examining board should consist of at least one member of the American Studies committee.

### Admission to American Studies

An applicant for admission to the American Studies program should submit an application to the department of his or her desired major concentration. Admission of any applicant will be determined both by the major department and the American Studies committee.



Medieval Studies

The Department of History offers opportunity in Medieval Studies for students planning to pursue advanced studies in the medieval field at Boston College or at other institutions. Students interested in this course of study will be expected to take at least nine hours in Medieval History and at least six hours of graduate study in one of the related areas. The attention of History majors is directed at courses in medieval subjects offered by other departments. If the student is doing a thesis it will be written under the direction of a member of the History Department, and will be read by a member of the department in the related field of study. In addition to the language requirements of the department, the candidate will be expected to know Latin. All other requirements for the M.A. degree will remain in effect.

The Doctor of Philosophy in History

Admission into the Ph.D. program in History is attained only after completion of the M.A. degree, and through formal acceptance by the Graduate Committee of the History Department. Acceptance into the program is based upon the Committee's judgment of the student's capacity to deal with substantive areas of historical knowledge, as well as the ability to write an original and scholarly dissertation on a significant subject.

While the basic requirements for the Ph.D. degree may be defined, this degree is not granted for routine fulfillment of certain regulations, nor for the successful completion of a specified number of courses. The department is essentially concerned with a student's broad preparation as a historian. Therefore, the subsequent requirements are to be considered minimal, and may be modified by the advisory board as individual circumstances warrant.

1. *Residency Requirement:* The student must pursue two semesters of full-time study during the first year of the doctoral program. Summer work will not fulfill the residency requirement.
2. *Advisory Board:* During the first semester of residency, the doctoral student shall propose to the Graduate Committee an advisory board of three faculty members, which will assist the student in developing a program of study based upon the general principles and requirements of the department. This board will help the student prepare for the oral comprehensive examination and will serve as part of the student's oral examining board.
3. *Plan of Study:* By the conclusion of the first semester, and after full consultation with the advisory board, the student shall file with the Graduate Committee a plan of study leading to the comprehensive examination. This plan of study will consist of three areas of concentration. One of these areas will be designated as the major area. From within this major area, the student shall choose two fields of study. Because the student will be expected to develop a mature understanding of this major area as a whole, one of these two major fields should be general in nature. The student shall then select one field of study from each of two additional areas of concentration. With the approval of the advisory board, the student may substitute a discipline related to history as one of the two minor areas. This plan of study may be reviewed, evaluated, and revised by the student and the advisory board whenever necessary. Any change, however, must be filed with the Graduate Committee.

To assure broad preparation as a historian, the student must complete at least one seminar in the major area, and one additional colloquium or seminar in the minor field before taking the comprehensive examination. In addition,

some advanced-level work is required in three areas — American History, Modern European History (post-1789), and Pre-Modern European History (Early Modern or Medieval). This is not meant to imply that the student must offer all of these areas on the comprehensive examination, but is rather meant to guarantee a minimum exposure to the wide range of history. The student's advisory board may consider undergraduate major work or M.A. level work as complete or partial fulfillment of this requirement.

4. *Areas and Fields:* Among the areas and fields a student may choose to study are the following:

Areas	Fields
American History	American History to 1789 American History, 1789-1877 American History, 1865 to present American Intellectual History American Social History American Urban History American Racial and Ethnic History American Diplomatic History
Modern European History	Modern Europe, 1789-1914 Modern Europe, 1870-1945 Contemporary Europe Modern European Intellectual History Modern European Social and Economic History Modern European Diplomatic History Germany History since 1789 French History since 1789 Irish History since 1789 Italian History since 1789 Eastern Europe since 1789 Russian History
Early Modern European History	Renaissance and Reformation Counter-Reformation Europe Europe in the 17th and 18th Centuries England in the 18th Century Early Modern French History Early European Social and Economic History
Medieval History	Medieval England to 1485 Medieval France Medieval Intellectual History Byzantine History
Other Areas (Minor only)	History of China Latin American History African History
Related Discipline	Selection made in consultation with the student's advisory board.



5. *Related Disciplines:* Before taking the comprehensive examination, the student is expected to gain some understanding of a discipline related to history. Therefore, a student who does not choose to offer a related discipline as one of the minor areas on the comprehensive examination must complete, with a grade of B+ or better, at least two semesters of advanced-level work in a related discipline approved by the advisory board. Undergraduate major work, or work done at the M.A. level, may be considered by the advisory board to fulfill this requirement. Substitution of other areas of study must be based upon the availability of appropriate faculty at Boston College, or at the schools involved in the Consortium program — Brandeis University, Boston University, and Tufts University.

6. *Language Requirements:* Before taking the comprehensive examination, the student must demonstrate a reading knowledge of at least two foreign languages, normally French, German, or Russian. Substitution of another foreign language may be permitted upon recommendation of the student's advisory board and with the approval of the Graduate Committee. In making its decision, the advisory board will consider the relevance of the proposed language to the student's program of study.

Students who select Medieval History as their major area must pass an additional qualifying examination in Latin (and/or Greek for Byzantine History), before taking the comprehensive examination.

In some cases in United States History, but only where its greater utility to the student's major area of study can be demonstrated to the advisory board, another professional skill (e.g. statistics, computer analysis, continuing reading fluency in the first foreign language) may be substituted for the second foreign language. Any such substitution must be approved by the Graduate Committee.

7. *The Comprehensive Examination:* The student's oral comprehensive examination will normally be conducted by an examining board composed of the student's advisory board and one other faculty member. In any event, the examining board will be composed of four faculty members, two from the student's major area, and one each from the two minor areas.

The comprehensive examination is not restricted to the content of graduate courses, but will be more general in nature. While it is expected that the student will have, by the time of the examination, a thorough grasp of the significant factual information in the three areas of study, the examination itself is more directly concerned with the maturity of the student's comprehension and with the ability to analyze, interpret, and evaluate. The student will also be expected to demonstrate a knowledge of bibliography and an understanding of the broad historiographical problems of the specific fields under consideration and of history in general.

8. *The Dissertation:* Once the student has successfully passed the oral comprehensive examination, he or she is advanced to the status of Ph.D. Candidate. At this point formal work may begin on a dissertation subject officially approved by the student advisory board and filed with the Graduate Committee. One member of the advisory board will act as dissertation director and will be responsible for supervision of the student's research and preparation of the dissertation.

When the completed dissertation is approved by the director, it will be read and approved by at least two additional members of the graduate faculty who may offer suggestions. The substitution of readers from out-

side the graduate faculty must be approved by the student's advisory board. Upon recommendation by the readers, the dissertation must be defended in an oral examination before a board consisting of the Chairperson of the History Department, readers of the dissertation (including the dissertation director), and members of the faculty. Once this examination is successfully completed, the Chairperson will notify the Dean of the Graduate School that the Candidate has completed all the requirements for the Ph.D. degree in History.

9. *Time Limit:* All requirements for the Ph.D. degree in History should be completed within five consecutive years from the commencement of doctoral studies. Extensions of this time limit may be made only with the approval of the Graduate Committee.

## Department of Mathematics

### Master of Arts Program

The program leading to the degree of Master of Arts is designed for students wishing to study mathematics at an advanced level leading to a career in some area of mathematics or mathematics teaching or possibly into further graduate work in mathematics.

Requests should be made to the department for application forms. The graduate record examination scores are not required but should be sent if they are available.

The credit requirements for this program are either 30 credit hours in courses in the department and participation in a non-credit seminar (Mt 902-903) or 24 credit hours in courses with a thesis (six credit hours). The first option usually requiring two academic years is recommended although a student wishing to finish more quickly would prefer the second.

All students are required to take (or have the equivalent of) Mt 802-803 (Analysis), Mt 816-817 (Modern Algebra) and either Mt 812-813 (Real Variables), Mt 814-815 (Complex Variables) or Mt 818-819 (Abstract Algebra). All students must pass a written comprehensive examination in algebra and analysis and a reading examination in French, German or Russian.

A number of courses at the undergraduate level can be taken for credit towards the M.A. degree depending on the special needs of the student although Mt 440-441 (Topology) is always accepted for credit. Some courses from other departments may be used for credit towards the degree upon recommendation of the graduate committee.

### Master of Science in Teaching Program

The department offers a program leading to the degree of Master of Science in Teaching (M.S.T.) in cooperation with the Department of Education. This program is designed either for experienced teachers or for prospective teachers and consists of three plans. Plans A and B are usually for students without prior teaching experience and require 36 credits; 21 from the Department of Education and 15 from Mathematics; while plan C is for experienced teachers and requires 15 credits from each of these departments. More details about these plans can be found under the secondary education section of the Department of Education.

In all of these plans, Mt 802-803 (Analysis), or the equivalent, is a requirement. There is no language requirement but M.S.T. candidates must pass an oral comprehensive examination and submit a brief expository paper in mathematics.

A number of undergraduate courses are particularly well suited for this program. These include Mt 451 (Geometry),



Mt 430 (Number Theory), Mt 426-427 (Probability and Statistics), as well as a course in Computer Science (Mt 460). There are also courses offered in the Summer program that can be used for credit. Students should consult with the chairperson for further information.

## Mathematics Institute

### Master of Arts (Non-Research) Program

The Master of Arts (Non-Research) Degree in mathematics is designed for teachers of mathematics. All candidates for this master's degree must be graduates of an approved college and have fifteen (15) semester hours of upper division work in mathematics. If a candidate's number of prerequisites fall short of the prescribed fifteen credits, the remaining prerequisites may be earned during the course of graduate study with the approval of the Director of the Mathematics Institute in each instance.

A minimum of Thirty (30) graduate semester hours are required for the master's degree. Not more than six semester hours of graduate work completed at other approved institutions may be offered in partial fulfillment of the course requirements with the approval of the Dean of the Graduate School and the Director of the Mathematics Institute. The candidate must pass a written comprehensive examination on his/her course work. No formal thesis is required but a major paper on a topic in mathematics must be submitted and approved by the Director of the Mathematics Institute before the degree is awarded.

There is no modern language requirement for the Master of Arts (Non-Research) Degree in mathematics.

## Department of Nursing

### Philosophy and Purposes of the Program

The Department of Nursing is guided by the philosophy and purposes of the Graduate School and the School of Nursing at Boston College. The various nursing curriculums aim to prepare clinical specialists and teachers of nursing who can (1) approach clinical and professional problems in a systematic, scientific manner, utilizing a sound theoretical framework for action; (2) define and evaluate nursing practice; (3) critically evaluate relevant concepts from theories in nursing and allied disciplines; (4) contribute to the formulation of theories in nursing using appropriate techniques of measurement; (5) function as a role model in initiating changes in nursing, the study of nursing, and health care practice; and (6) collaborate with professional colleagues and citizens in redesigning health care systems.

### Admission and Program Requirements\*

The Department of Nursing offers a program leading to the Master of Science degree. The student may pursue a course of study in either clinical specialization or teaching. Advanced preparation is provided in four areas of clinical nursing: Community Health, Maternal-Child Health, Medical-Surgical and Psychiatric-Mental Health Nursing.

Requirements for application include: a baccalaureate degree in nursing from an NLN accredited program; a cumulative grade of B or better for all baccalaureate courses; a cumulative grade of B or better for all nursing courses taken at the baccalaureate level; two letters of recommendation from former teachers, and, if possible, a letter from one who can evaluate recent professional performance; and verbal and quantitative scores from the Aptitude

Test of the Graduate Record Examination. An interview with a faculty member of the Department of Nursing may be required.

Applicants who are admitted to the program must provide evidence of certification as a registered nurse in Massachusetts, evidence of coverage by malpractice insurance and physician certified evidence of having undergone a complete physical examination during the preceding three months.

All students are required to pass a comprehensive examination and to write a clinical paper.

\*The Department of Nursing reserves the right to alter any program or policy outlined in this Bulletin.

### Accreditation

The Master of Science program is accredited by the National League for Nursing.

### Community Health Nursing

Curriculums are offered in two areas of specialization designed to prepare (1) teachers of community health principles in health agencies or schools of nursing; (2) community health nursing specialists. Each curriculum requires 2 semesters and an intercession of full-time study and a minimum of 30 credits for completion. All students are required to have a car available for use during the field experience. An introductory course in statistics is a prerequisite for entering the program.

All students are required to take Nu 700, Nu 702, Nu 704, Nu 794, Nu 705, Nu 870. A cognate elective related to the specialty area is recommended.

Students in the teaching curriculum are required to take Nu 708, Nu 709, Nu 711.

Students in the clinical specialization curriculum are required to take Nu 701, Nu 703, Nu 706.

### Maternal-Child Health Nursing

Curriculums in maternal-child health nursing focus on the preparation of candidates for expanded roles in maternity and pediatric distributive care. These curricula were developed jointly in 1970 by the Boston College Graduate School of Arts and Sciences, Department of Nursing; the Boston College School of Nursing; the Harvard Medical School, Departments of Obstetrics and Gynecology and of Pediatrics; the Boston Hospital for Women; and Children's Hospital Medical Center.

The curriculum is designed to prepare clinical specialists in maternity ambulatory care and pediatric ambulatory care. Each curriculum has as its goals: (1) expansion of the clinical practice responsibilities of the nurse; (2) development of the collaborative role with physicians; and (3) the development of the clinical specialists as teacher-practitioner, i.e., one who teaches out of her practice base. Each curriculum requires three semesters of full-time study and 36 credits for completion. One year of work experience as a registered nurse is a prerequisite.

The student may opt for several educational electives, with the approval of the faculty in the last two semesters, provided a satisfactory level of practice has been attained.

All students are required to take Nu 740, Nu 741, Nu 754 Nu 794, and Nu 870. In addition, students in the maternity curriculum are required to take Nu 744, Nu 745, Nu 755, Nu 756 and Nu 759. Students in the pediatric curriculum are required to take Nu 748, Nu 749, Nu 757, Nu 758 and Nu 761.



## Medical-Surgical Nursing

Curriculums are offered in two areas of specialization: (1) preparation of medical-surgical nursing specialists; (2) preparation for baccalaureate faculty positions in medical-surgical nursing. Each curriculum requires 2 semesters and a summer session of full-time study and a minimum of 32 credits for completion.

All students are required to take Nu 795, Nu 796, Nu 800, Nu 801, and Nu 870. The opportunity to choose six credits is available.

Students in the teaching curriculum are required to take Nu 807, Nu 808 and a course in curriculum. In the clinical specialization curriculum Nu 815 and Nu 816 and a course in management are required.

## Psychiatric-Mental Health Nursing

The curriculum aims at developing clinical competencies for nursing practitioners in the psychiatric-mental health field. Emphasis is on advanced evaluation of practice methods with individuals, groups and families in the community and in other institutional settings. Theoretical orientations toward practice methods are derived from the fields of education, social and biological sciences and psychiatric nursing. A research component is required to advance the student's capacity to apply scientific methodology to the investigation of health and illness.

The curriculum requires 2 semesters and an intercession of full-time study and a minimum of 33 credits for completion. Students will need to provide transportation for themselves.

All students are required to take Nu 324, Nu 794\*, Nu 840, Nu 841, Nu 844, Nu 854 and Nu 870.

\*Students will be required to take Nu 794 Research (3 credits) with the option of taking an additional three graduate credits in either Research, Curriculum Development, Liaison Nursing, Management, or in another area. This will occur during the second semester. Students are to consult with their faculty advisor on the options they wish to take at the beginning of the program.

## Department of Philosophy

Philosophical study at Boston College provides the opportunity for open-minded inquiry and reflection on the most basic questions that concern man and the ultimate dimensions of his world. In this quest for new and fuller meanings, the Philosophy Department offers a balanced program of courses allowing for concentration in the following specialized areas: American philosophy, contemporary continental philosophy, medieval philosophy, philosophy of religion, social and political philosophy, and Russian philosophy.

In addition to these areas of specialization, there is considerable provision made for interdisciplinary programs in cooperation with other graduate departments in the University. The range of courses available, both within the Department and elsewhere, allows the student considerable flexibility in planning a highly individualized and personal program of study geared to his or her own major interests. Small seminar-type classes are the rule, and the students are encouraged to initiate and complete independent and original research projects.

The Department is extremely selective in its admission to the doctoral program. Less than ten students are admitted each year and all must be full-time degree candidates. All applicants for admission, except foreign students, must

take the Graduate Record Examination and have the scores sent to the Department. There is also a special program leading to a terminal M.A. which is open to both full and part-time students.

The Institute in Marxist Thought makes available an M.A. program designed for the study of Marxist Thought in its various ramifications as a social philosophy, including the Hegelian and Feuerbachian background along with Marxist-Leninist, Soviet, Maoist and Neo-Marxist currents. Special emphasis is given to the writings of Karl Marx himself.

One year of full-time residence is required of all doctoral candidates; these students will be expected to take a preliminary examination at the end of the first year of study, and all their comprehensive examinations must be completed by the end of the third year. Doctoral students must also pass proficiency examinations in two modern languages prior to the second year of graduate study. French and German are the usual languages required of doctoral candidates but, with Department approval, other languages may be substituted if they are more appropriate to the candidate's field of specialization. A final comprehensive examination will be required of all masters' students and proficiency in one modern language is also required.

## Financial Aid

The University welcomes applications for the following programs of aid: University Fellowships (\$2600); Teaching Fellowships (\$3400); Research Assistantships (\$2200).

All fellows and assistants are exempt from payment of tuition. Various programs of financial aid are available during the summer. Ordinarily, all students admitted to the doctoral program will qualify for some form of financial assistance. Normally no financial assistance is available for students seeking a terminal M.A.

Further information is available from Oliva Blanchette, Ph.D., Institute Director.

## Department of Physics

The Department offers comprehensive programs of study and research leading to the degrees Master of Science (M.S.), Master of Science in Teaching (M.S.T.), and Doctor of Philosophy (Ph.D.). Courses emphasize the basic principles of physics and prepare the student to choose a major field of concentration according to his or her interests and abilities. Students intending to undertake experimental research are expected to develop, primarily on their own initiative, the special technical skills required of an experimentalist. Students intending to undertake theoretical research need not develop laboratory skills, but are expected to demonstrate by outstanding achievements in course work their special aptitude for analysis.

## Master's Program

Each candidate for a master's degree must pass a qualifying examination (Master's Comprehensive) administered by the department and meet specified course and credit requirements. The qualifying examination shall be prepared by a committee of at least three faculty members appointed by the chairperson and normally shall be administered each September. This committee shall evaluate the qualifying examinations in conjunction with the graduate faculty. Normally no more than three (3) credits of Ph 799 Readings and Research may be applied to any master's program. The M.S. degree is available *with or without* a thesis, and the M.S.T. requires a paper but no thesis.



**M.S. With Thesis**

This program requires thirty (30) credits that normally consist of twenty-seven (27) credits of course work plus three (3) thesis credits (Ph 801). Required courses include: Ph 711, Ph 721, Ph 732, Ph 741 and Ph 707-708. The qualifying examination is essentially based on the contents of the first four of these courses and is normally taken at the first opportunity following the completion of these courses. The M.S. thesis research is performed under the direction of a full-time member of the graduate faculty. A submitted thesis shall have at least two faculty readers, including the director, assigned by the chairperson. The thesis is accepted after the successful completion of a public oral examination conducted by the readers.

**M.S. Without Thesis**

This program requires thirty-six (36) credits of course work. The same course and qualifying examination requirements for the M.S. with thesis apply here except that in addition the courses Ph 722, Ph 733, and Ph 742 are required.

**M.S.T. Degree**

This program requires at least fifteen (15) credits from graduate or upper divisional undergraduate courses in physics. These credits will normally include two of the courses: Ph 711, Ph 721, Ph 732, Ph 741. The M.S.T. qualifying examination in physics will be based upon the student's actual course program. A research paper supervised by a full-time member of the graduate faculty is required. The student must also satisfy requirements of the Department of Education, whose listings should be consulted for information.

**Doctor's Program**

A student normally enters the doctoral program upon faculty recommendation after passing the M.S. qualifying examination. Students entering Boston College with previous graduate experience may be exempted from the qualifying examination by recommendation of the Committee on Graduate Affairs with approval by the chairperson. Unless a waiver is granted, a student wishing to enter the doctoral program must pass the qualifying examination.

Upon entering the doctoral program, each student shall select a field of specialization and establish a working relationship with a member of the faculty. With the approval of a faculty member, who normally shall be the principal advisor, the student shall inform the chairperson of this major field selection and the chairperson shall appoint, with the approval of the department, a faculty Doctoral Committee consisting of at least two full-time faculty members to advise and direct the student through the remainder of his or her graduate studies.

**Requirements**

Required courses for the doctorate are: Ph 722, Ph 733, Ph 742 and an additional distributional requirement of four courses chosen in four distinct areas from the graduate offerings of the department or from other graduate departments with approval of the chairperson.

Some teaching or equivalent educational experience is required. This requirement may be satisfied by at least one year of service as teaching assistant or by suitable teaching duties. Arrangements are made with each student for a teaching program best suited to his or her overall program of studies.

**Comprehensive Examinations**

Within two years of entering the doctoral program, each student must take the comprehensive examinations, normally offered each September. These examinations consist of two parts: the Generals and the Special Field Examination. The Generals are a written examination prepared by a faculty committee of three announced by the chairperson and based essentially on the courses Ph 722, Ph 733, and Ph 742.

The Special Field Examination is prepared by the student's Doctoral Committee and consists of a written part and an oral part. This examination is based upon a course of study worked out between the student and the Doctoral Committee designed to prepare the student broadly in topics that relate to the special field.

The comprehensive examinations are evaluated by the faculty committee in charge with the approval of the graduate faculty. A student becomes a doctoral candidate upon fulfilling the departmental comprehensive examination requirements.

**Thesis**

In consultation with the Doctoral Committee each student must submit the completed Outline of Thesis form to the chairperson. An open meeting shall be scheduled at which the student shall discuss the thesis proposal. The Doctoral Committee with the approval of the chairperson shall decide upon accepting the proposal.

The chairperson shall recommend to the Dean the appointment of a Doctoral Thesis Committee consisting of at least three faculty members (including the student's Doctoral Committee) and an external examiner, where feasible, to read and evaluate the completed thesis and to conduct an open meeting at which the thesis is defended in an oral examination. The thesis is accepted when endorsed on the official title page by the Doctoral Thesis Committee after the oral examination.

**General Information**

Waivers of departmental requirements, if not in violation of graduate school requirements, may be granted by recommendation of the Committee on Graduate Affairs with approval of the chairperson.

A variety of theoretical studies are conducted within the department in areas such as space physics, plasma physics, and astrophysics; elementary particles, high energy physics, and current algebras; the theory of "elementary interactions" as applied to classical and quantum physics; solid state and mathematical physics.

Experimental programs are mainly in solid state and magnetospheric physics. Research in solid state physics includes: crystal field studies using spin resonance, spectroscopic and Mössbauer techniques; absorption and fluorescence spectroscopy of solids; energetic radiation effects on the dielectric and optical properties of ionic crystals; electroreflectance in semi-conductors; transport properties of alloys; optical and electrical properties of plasmas in solids. Research is conducted in the field of gas kinetics by means of flash photolysis techniques. Magnetospheric research is concentrated in auroral and airglow physics; this involves collaboration with various satellite experimenters at other institutions.

Boston College is a participating institution for available government fellowships and grants. The department also offers scholarship and teaching assistantship aid to qualified students. Student research assistantships are often available to advanced students in space physics and solid



state physics during the summer as well as the academic year.

A diagnostic examination is administered to all entering students to assist in preparing course schedules and detecting deficiencies that should be remedied.

Foreign students are required and other applicants are encouraged to take the G.R.E. Aptitude Test and Advanced Test and to have the scores submitted as part of their application.

## Department of Political Science

The department of Political Science offers both the master's and the doctor's degree. A comprehensive and varied curriculum is available, with an unusual blend of philosophical and practical concerns.

### Master of Arts Degree

The Political Science Department awards its own master's degree and also participates in the American Studies M.A. program and in the M.A.T. program with the School of Education. The first requires successful completion of thirty graduate credits (ten courses) and a comprehensive examination. The second does not require more than twelve credits in political science (without a thesis), the other twelve being taken in American literature, history, sociology, economics or philosophy. The option of writing a thesis also exists, which counts as the equivalent of two courses. The M.A.T. program requires no more than fifteen credits in political science, the fifteen being taken in the School of Education. Candidates for the M.A. in political science must ordinarily take at least one course in each of three of the four fields within the discipline. With the approval of the chairperson a limited number of related courses in other departments may be taken as well.

### Doctor of Philosophy Degree

The department of Political Science offers the doctorate in the four basic areas of Political Science: American Politics, Comparative Politics, International Politics, and Political Theory. The satisfactory completion of sixteen courses, preliminary and comprehensive examinations, an examination in at least one language, and a dissertation is required for the degree. It is expected that a student with the bachelor's degree will be able to complete all doctoral requirements in about four years. About five students are admitted each year.

Doctoral candidates are expected to major in one area of political science and choose minors in the other three areas (one of which can be replaced by offerings from other departments, including a second language).

### Graduate Record Examination

All candidates for the M.A and Ph.D. in Political Science are required to submit both the Graduate Record Examination aptitude and advanced scores. Candidates for the M.A. in American Studies with a concentration in Political Science are required to submit the Graduate Record Aptitude scores only.

### Graduate Assistantships

A number of assistantships, with substantial stipends (as well as tuition remissions), and a few tuition remissions are available for outstanding Ph.D. candidates.

## Department of Psychology

The graduate program in Psychology and Social Structure at Boston College offers the Ph.D. degree in Psychology. Psychology and Social Structure is conceived as a specialty area with its roots in the field of social psychology but extending more broadly to include an appreciation of the multiple disciplines that study human behavior, adaptation, and social relations. The major focus of the program is the impact of social structures, institutions and processes on the individual, family, groups, and communities. Particular attention is devoted to the analysis of the relationships between social structures and processes and the quality of individual and community life. An additional focus of the program is the application of social-psychological concepts and methods to social intervention and social policy, particularly in the field of human services. The program combines academic training and a range of research experiences, including research apprenticeships and field experiences, to produce social psychologists who could work in academic, organizational or community settings.

A program of studies during the first year will cover basic concepts and theories pertinent to the aforementioned concerns. Intensive work in methods and statistics will also be required. As the student develops specialized sub-areas of interest during the first year, increased emphasis will be given to guidance by small faculty committees employing a tutorial and apprenticeship approach. The pursuit of these specialized interests, whether in research, scholarship, policy development, or practice may take place within the department, in other departments and schools of the University, or outside the University, with the consultation and supervision of the small committee working with each student.

In addition to the above doctoral program in Psychology and Social Structure, under an interdepartmental arrangement with the Counseling Psychology Department at Boston College, a small number of students are admitted to pursue their doctoral studies with a concentration in behavior modification. For these students, the program of studies includes intensive training in the concepts and techniques of behavior modification as applied at the individual and institutional levels, in addition to course work, research and field experiences both in the Psychology and Counseling Psychology departments.

### Prerequisites

Entering students are expected to have had a course in statistics, research methods, a social science, and a background in psychology and the social sciences. Although an undergraduate major in psychology is desirable, it is not required. Students may be required to make up deficiencies in prerequisites without academic credit. In addition to a serious interest in theory and inquiry in social science, students are expected to have demonstrated an interest in community problems and social issues. Mature students with relevant work experiences are encouraged to apply.

### Application

Results of the GRE Aptitude Test and the Miller Analogies Test are required with the application, together with a statement of interest. Deadline for application is March 15.

### Requirements

Requirements for the degree include: 1) 54 credit hours, 2) a predoctoral research project, 3) completion of a wide-ranging comprehensive examination, 4) completion of extensive



and varied supervised fieldwork experiences, and 5) a dissertation reporting original research in the field of Psychology and Social Structure.

There are no language requirements. Students are required to take the following courses: Seminar in Psychology and Social Structure I and II (Ps 701 and 702), Logic of Social Inquiry (Ps 705), Field Research Methods (Ps 706) and Multivariate Statistics (Ps 708). Toward the end of a student's first year residence in the program, a three-member advisory committee will be suggested by the students and appointed by the Department. This advisory committee will help the student plan the course of his/her study.

### Residence

Three years of full-time residence normally will be expected, although it is recognized that exceptions will be necessary to accommodate students with extensive previous preparation.

## Department of Romance Languages and Literatures

The Department of Romance Languages and literatures offers a Master of Arts program in Italian Literature and Civilization; Master of Arts, Master of Arts in Teaching, and Doctor of Philosophy programs in French and Spanish. Course and degree requirements have been designed to provide candidates with a solid grasp of their general field of interest, create a foundation for doctoral research work, or offer preparation for teaching in secondary schools. Within the framework of degree requirements, course offerings are sufficiently rich to permit concentration in the literary period of the individual student's choice, or insure the development of proficiency as a language teacher.

Courses are also offered in Portuguese, Medieval Latin, and Rumanian to qualified students and teachers eager to develop competence in these areas. With permission of the Department, degree candidates in French, Spanish, and Italian who have completed course coverage of their major field may take these courses for credit toward their degree.

Courses in comparative studies or of interdepartmental interest, given in English, are offered to graduate students and qualified upperclassmen who intend to undertake advanced work in comparative literature, philology, or area programs, and to those who wish to enrich their background for work in related fields.

RL-790 Reading and Research courses will be given only if students show a genuine need for such courses. No RL-790 Reading and Research courses taken during the year of residence shall be counted as courses contributing to the fulfillment of the student's residence requirement. RL-790 Reading and Research courses are not admissible at the Master's level.

### Prerequisites for Admission

Students applying for admission to graduate degree programs in Romance Languages and literatures must satisfy the following prerequisites:

- 1) They must have achieved a general coverage of their major literature at the undergraduate level. A formal survey course, or a sufficient number of courses more limited in scope, passed with distinction, satisfies their requirement. At least two full-period or genre courses in the major literature must be included in the student's undergraduate record, or as graduate work completed at other institutions.
- 2) They must have acquired an active command of their major language; they must be able to understand lectures,

participate in seminar discussions, and write term papers in reasonably correct French, Italian, and Spanish. To test this proficiency, all entering students will be obliged to take an examination at the beginning of the semester. The examination will include an oral interview and sections on writing, phonetics, and listening comprehension. Students with low scores will be required to undertake remedial work. Those who perform poorly on the writing section, for example, will be asked to take Advanced Composition and/or Stylistics. Advanced Composition does not receive graduate credit.

The deadline for applications to the Graduate School of Arts and Sciences is July 1 for September admissions and the deadline for financial aid requests March 15. The Department strongly recommends that students apply by April 1 for September admissions and by March 1 for monetary support.

All persons seeking admission to the Department's graduate programs as special students are required to submit transcripts of their undergraduate records and two letters of recommendation before being considered.

### The Master of Arts Degree

Candidates for the M.A. in Romance Languages and Literatures must normally earn a minimum of thirty credits in courses distributed over the major periods of their chosen literature. With good coverage in the literature of their specialization, however, they may be allowed to take six credits in a second language. Candidates for the M.A. in Italian Literature and Civilization must normally earn a minimum of 18 to 24 credits in Italian Literature, plus 6 to 12 credits either in Italian History and History of Art, or in equivalent subjects to be approved by the Department, totaling 30 credits.

It is highly recommended that students take a course in the cultural backgrounds of their literature either at Boston College or in a summer program abroad, which the Department has approved for transfer credit beforehand.

Reading knowledge of a second language must be demonstrated. At the discretion of the Chairperson, any foreign language which is neither the major nor the student's native language may be offered in fulfillment of this requirement.

### Oral Comprehensive Examinations

Upon completion of course requirements, an M.A. candidate must pass a comprehensive oral examination of no more than one hour's duration to show mastery of his or her field in the following respects:

- a) Knowledge of the literature in his or her field of specialization. The examination is focused upon the candidate's course record, with questioning of a more general nature based on the Departmental reading lists.
- b) Fluency in the use of the major language. A sufficient portion of the examination is conducted in French, Italian, or Spanish to determine this fluency.

### The Master of Arts Thesis

A candidate for the M.A. whose course background is considered adequate and who gives positive indications of ability to produce original, meaningful research work may be allowed to offer a thesis in lieu of six course credits. This permission is granted by the Chairperson upon recommendation of a committee of professors who are familiar with the candidate's capabilities and who could be involved in the direction of the thesis.



### Summer M.A. Program in French

An M.A. may be earned by taking courses over a period of five summers. This program is intended primarily for teachers who are unable to attend courses during the regular academic year. Except for the fact that courses may be taken exclusively in the summer, the requirements of this M.A. program are the same as those of the regular M.A. program.

### The Master of Arts Degree in Medieval Studies

A revised program leading to the Master of Arts degree in medieval studies will be offered to qualified students who wish to go beyond the general objectives of the M.A. and specialize in the Middle Ages. Interested candidates should consult their advisors with respect to the conditions for admission and requirements for the degree, pending the announcement of the program's implementation.

### Master of Arts Degree in Teaching

Candidates for the M.A.T. in Romance Languages and Literatures must earn at least nine credits in literature of the fifteen credits required of them in the Department. The remaining six credits may be used to satisfy deficiencies in the areas of Stylistics and Cultural Backgrounds. If, having divided six credits between Stylistics and Cultural Backgrounds, the student is obliged to take three more credits in the former, the additional three credits cannot be counted toward fulfillment of graduate course requirements.

M.A.T. students requiring remedial work will be asked, according to their need, to take Phonetics and Applied Linguistics, Advanced Conversation, or Advanced Composition and Introduction to Literary Analysis — or possibly a combination of these — without graduate credit.

### Oral Comprehensive Examinations

Upon completion of course requirements, an M.A.T. candidate must pass a comprehensive examination composed of two parts. The first part is a written test of twenty to thirty minutes' duration on a subject chosen by the Department. The candidate must pass this first part before being admitted to the second, which is oral, lasts forty-five minutes, and is based on course work, with questioning of a more general nature based on the Departmental reading lists.

### Thesis

Candidates for the M.A.T. are not permitted to offer theses, since course coverage of their major subject is already limited by other requirements. They are expected, however, to demonstrate their ability to do individual work at the graduate level by their performance in seminars and preparation of term papers. There is no requirement in the M.A.T. program regarding the reading knowledge of a second foreign language.

### The Doctor of Philosophy Degree

#### Prerequisites and Requirements

1) A minimum of sixty credits of graduate study is necessary to fulfill course requirements before the student is admitted to comprehensive examinations. Students accepted for the Doctoral program are granted transfer credit for the M.A. or its equivalent; i.e., 30 credits. If the student does not possess the M.A. or its equivalent but has done some graduate work, he or she may transfer a maximum of six graduate credits. In order that transfer credits

be acceptable, they must have been earned in courses relevant to the student's Doctoral program. The courses involved must be comparable to courses in our Department, and the student should have received a final grade of B or better in them. Those admitted to the Doctoral program as college graduates or transfer students possessing the Bachelor's degree or its equivalent, but not the M.A. or its equivalent, should achieve coverage of their major literature equivalent to that required for our M.A. The coverage will be tested by a regular M.A. comprehensive examination. In addition to the M.A. comprehensive examination, the students must also take a test demonstrating their reading knowledge of a second foreign language, as required in the M.A. program — unless they can show that they have already satisfied this requirement in the course of their work toward the M.A. degree.

2) If they have not done so previously, students admitted to the Doctoral program should incorporate into their curriculum a course in the culture of the nation whose literature and language they are studying.

3) The History of the Language course (RL 705-706 in French, RL 905-906 in Spanish) is mandatory in Plans I and II, except for students who have taken the equivalent of this course elsewhere.

4) A reading knowledge of Latin is required of all candidates, regardless of Plan, and should be achieved early in the program. A reading knowledge of German is compulsory only in Plan III. It is highly recommended, however, for Plans I and II.

5) One year of residence is required, conceived of as two four-course semesters (three credits per course) in a fall-spring or spring-fall sequence. Teaching fellows of the Department fulfill the residence requirement by taking three courses per semester while teaching two. Students teaching elsewhere also fulfill the residence requirement by taking three courses per semester.

During the year of residence, the student must be registered at the University and following a program of course work approved by the Department. The residence requirement may not be satisfied by the candidate during the year in which he or she is engaged in writing a dissertation.

6) Ordinarily, Doctoral candidates will be permitted to take only one course for credit during the summer. Exceptions may be granted only when the student is unusually well-qualified and has obtained the permission of the Chairperson and both professors.

7) Upon completion of course work, the Doctoral student must pass oral and written comprehensive examinations. A student who fails any segment of the comprehensive examinations twice will automatically be dropped from the program.

Comprehensive examinations are held in October and May. The student should notify the Departmental office three months in advance of his or her intention to take the examinations, reserving the option to withdraw the examination application at least one week before the schedule date. An eight-year limit established by the Graduate School for the completion of Doctoral work is intended to cover exceptional cases in which candidates may be hampered by hardship and/or matrimony. Neither the students nor their mentors expect their association, however inspirational it may be, to be so leisurely. When possible, candidates should plan to take comprehensive examinations after the third or fourth year of graduate work, leaving at least a year for the dissertation.

8) The subject of the dissertation must be submitted for approval by the Department after the student has passed all comprehensive examinations. The Department agrees with



most scholars in the field in considering the Ph.D. to be essentially a research degree, for which the program of courses leading to comprehensive examinations is but a preparation. It is a preparation, however, that costs years of concentrated work and it must lead to something more than the publication of articles.

The student's area of research must come out of cultural experience and intellectual curiosity. He or she is the one who selects at least the general topic for proposed study, and the student who expects an advisor to serve a made-to-order dissertation subject is not Ph.D. material.

As soon as possible after he or she has completed Doctoral comprehensives, and determined the general thesis topic, the student is given a thesis director, an expert in the field, with whom he or she works out a more specific topic, an outline for its development, and a bibliography. After the thesis topic and the outline have been approved by the Graduate Faculty and while the research and writing are in progress, the thesis director alone supervises the work of the student.

March 1 is the deadline for submission of copies of the completed Ph.D. dissertation to the director and readers for May graduation. April 1 is the deadline for submission of the completed Ph.D. dissertation to the director and readers for September graduation.

9) A B average is the minimal Departmental requirement for good standing.

## Plans of Study

### Plan I: French or Spanish Literature

Candidates electing the doctoral program in this plan must achieve the following:

- 1) A high degree of competence in one Romance language, literature, and culture. Specialization in a limited area of the literature.
- 2) Superior achievement in the area of concentration and potential for research work.
- 3) General coverage of the major literature.
- 4) Specialization according to the following options:  
     French — two consecutive centuries of the major literature  
     Spanish — Middle Ages and Renaissance  
                 Siglo de Oro (with dates)  
                 Nineteenth and twentieth centuries  
                 Latin-American literature
- 5) RL 705-706 or RL 905-906 passed with distinction.

Comprehensive Examinations will include:

- 1) General coverage of the literature — an oral examination of three hours' duration.
- 2) Area of specialization — written essay of eight hours' duration and an exposé of one hour's duration, the latter limited to the area of the dissertation.

### Plan II: Romance Literature

Candidates who concentrate in Romance Literature must achieve a high level of competence in the following areas:

- 1) General coverage of the major literature.
- 2) Specialization in three Romance literatures (French, Spanish, and Italian).  
     In the medieval period, French, Spanish, or Italian may be replaced by Medieval Latin or Provençal. The student may elect a non-Romance literature as the third of three literatures, but must first obtain the approval of the Department.
- 3) General coverage of the major literature.
- 4) Specialization in three literatures (comparative study

of a major period or literary movement).

- 5) Seminar-level courses in the major literature. Adequate coverage of the two minor literatures in as many middle-level or upper-level graduate courses.
- 6) RL 705-706 or RL 905-906 passed with distinction.

For admission to the program, applicants must have fluent command of at least one Romance language.

A working knowledge of a second Romance language is also required, and the student must initiate the study of the third language as soon as possible, so as to develop graduate capabilities in all three literatures within the time limits set for comprehensive examinations. Early in the program, the student should formulate a program of studies in consultation, with the advisor, who will determine the maximum coverage depending upon the adequacy of the student's course background. The minimum coverage is six credits in the second literature and three credits in the third. Comprehensive Examinations will include:

General coverage of the major literature — an oral examination of three hours' duration.

Area of specialization — written essay of eight hours' duration and an exposé of one hour's duration, the latter limited to the area of the dissertation.

The Dissertation may deal with a problem in the major literature or involve a comparative study in the period of specialization.

The Department feels that for literary studies two hundred pages may be considered a minimum.

### Plan III: Medieval Studies

Requirements for the area of Medieval Studies:

- 1) For admission, applicants must have fluent command of at least one Romance language and a working knowledge of another.
- 2) A reading knowledge of Latin and German must be achieved by the end of the first year.
- 3) Philology: History of the Romance languages.
- 4) Literature: Medieval French, Italian, and Spanish literature. Either Italian or Spanish may be replaced by Medieval Latin or Provençal.

Comprehensive Examinations will include:

General coverage of Romance philology and medieval Romance literature — an oral examination of three hours' duration.

Area of specialization — written essay of eight hours' duration on philology or medieval Romance literature and exposé of one hour's duration, the latter limited to the area of the dissertation.

The Dissertation may deal with a study in Romance Philology, in a single medieval Romance literature, in comparative medieval Romance literature, or it may be a scholarly edition of a medieval Romance text.

## Financial Assistance

The following forms of financial assistance are available to students of the Department: University Fellowships, Teaching Fellowships, Graduate Assistantships, Tuition Remission, Work-Study program.

Appointments and awards are competitive. They are based on the candidate's background and experience. The University Fellowship carries the stipulation that the holder not engage in teaching during the period covered by the award. For those seeking Teaching Fellowships, a personal interview is advisable. Students desirous of obtaining information about the terms of University financial assistance should consult the Boston College Bulletin (University General Catalogue). Those who are interested in gov-



ernment grants should address themselves to the University Financial Aid Office.

Further information on the Graduate Program in Romance Languages and Literatures can be found in the Romance Languages Department Graduate Handbook, which may be obtained by writing to: Boston College, Department of Romance Languages, Chestnut Hill, Massachusetts 02135.

## Department of Slavic and Eastern Languages

The Department administers Master of Arts degree programs in three areas:

- Russian language and literature
- Slavic Studies (interdisciplinary)
- General linguistics (interdisciplinary)

All programs require a minimum of thirty credits in prescribed graduate-level course work and also passage of a set of comprehensive examinations. The MA comprehensive examinations consist of:

- three general field examinations, which a student must pass by the end of the first year of full-time study or its equivalent;
- two special-field examinations;
- a research paper of publishable quality on an approved topic.

For admission to MA candidacy in Russian or in Slavic Studies, students must demonstrate a working knowledge of the Russian language, equivalent at the very least to the proficiency expected at the end of two years of college Russian, and must be acquainted with the major facts of Russian literary and intellectual history. The Department will make current study and examination requirements available to all incoming students and, upon special request, to applicants for admission.

Since Slavic Studies and Linguistics degrees involve a significant proportion of work in other departments of the university, candidates in these areas would be expected to meet the prerequisites for all such courses and seminars. With the approval of the department, certain courses from other programs may be counted among the electives for the MA Russian degree.

Information on the Master of Arts in Teaching can be requested from the Graduate Division of the School of Education. Requirements for this degree are similar to those for an MA in Russian, except that up to fifteen credits and one special-field comprehensive area come from the Graduate Department of Education.

## Department of Sociology

### Master's Program

**ADMISSIONS:** Superior students, regardless of their undergraduate area of specialization, are encouraged to apply. The department strives to develop as strong a student body as possible. Applicants are encouraged to submit, in addition to the usual transcripts and letters of reference, any information which might enhance their candidacy. GRE's are recommended, but not required. Personal interviews, when practical, are desirable. Applications should be forwarded to the department Admissions Committee.

**REQUIREMENTS:** (a) Thirty credit hours, including courses in (1) Theory Pro-seminar (two semesters), (2) Survey of Research Methods, (3) Advanced Statistics and (4) One additional Methods or Statistics course; and (b) a comprehensive examination.

### Doctoral Program

**ADMISSIONS:** A small number of students are admitted to doctoral study each March. The primary criteria for admission are academic performance and promise of outstanding independent work. See also Master's statement above. **REQUIREMENTS:** (a) Twenty-four credit hours above the M.A. level including one additional Methods or Statistics course; (b) one year residency; (c) Ph.D. qualifying examination; (d) formal admission to candidacy; (e) dissertation and oral defense.

### Financial Assistance

The department has a limited number of cash awards in the form of assistantships and tuition waivers. Awards are made on the basis of merit and need. Application should be made to the Admissions Committee.

### Other Information

The department publishes a detailed "Guide to Graduate Study" which is available on request.

## Department of Theology

Boston College is one of 9 member schools of the highly successful Boston Theological Institute, a consortium which includes the Boston College Theology Department, Andover Newton Theological School, Boston University School of Theology, Episcopal Divinity School, Gordon-Conwell Theological Seminary, Harvard Divinity School, Holy Cross Greek Orthodox Seminary, St. John's Seminary and Weston School of Theology. All graduate students in any of Boston College's 3 graduate Theology programs enjoy the privileges of full cross-registration, faculty exchange programs and library facilities in the 8 other schools.

### M.A. in Theology

This degree serves (1) as a stepping stone or proving ground for those who wish to move on to higher degree programs and academic careers, or (2) as an academic preparation for those moving towards various professional, religious or ministerial careers, or (3) as part of an enrichment or retooling program for those already established in such careers.

Students applying for admission to the M.A. Program in Theology should have at least a B average and a solid undergraduate Theology major or the equivalent. This means the documented and/or proven ability to do graduate level work in Theology. Where this is found to be insufficient, supplementary work will have to be done by the student before formal entry into the 30 credit phase of the program. Candidates for the M.A. are required to complete 30 credits for the degree as follows: 15 credits must be taken in one of the four possible areas of specialization — Bible, Historical Theology, Systematic Theology, Religion and Society; 12 credits, in any combination, in the three other areas of specialization must be taken along with a 3 credit M.A. seminar on the introduction to Theological research methods and to the nature of Theology. An M.A. thesis with approval of one's advisor and department may substitute for 6 of the required credits. French or German reading knowledge will be tested. Latin, Greek, Hebrew is required to the extent that it is needed in one's specialized area. Written and oral Comprehensive exams are given.

The Theology department also cooperates with the Institute for the Study of Religious Education and the graduate



department of education in offering the Masters (M.Ed.) in Religious Education and the Certificate of Advanced Educational Specialization. (See below the section on the Institute for the Study of Religious Education and Service.)

### Doctoral Program

The department of Theology, in a Joint Graduate Program with Andover Newton Theological School, offers the Ph.D. in Theological Studies.

Areas of Specialization are: Religion and Society, History of Christian Life and Thought, and Systematic Theology.

Specialization in Religion and Society brings the sociology of religion and Christian social ethics together as ways of exploring and giving normative guidance to involvement of the church in culture and society. Concentration in the History of Christian Life and Thought examines historical forms of Christian faith, theology and doctrine, behavior, ritual, and institutional development, as well as the problems connected with a theology of history. The area of Systematic Theology is the contemporary intellectual reflection on the Christian mysteries as an interrelated whole.

Among the more distinctive features of this program are:

- (1) the Graduate Colloquia. These bring together in a regular seminar students from all three areas of specialization with faculty members from the various fields in order first, to insure a basic mastery of theological research methods and a basic understanding of theological hermeneutics (esp. first year) and second, in order to subject the research ventures of the students to a theologically interdisciplinary critique;
- (2) The Faculty/Student Seminar which brings faculty and students together for a panel/seminar in which faculty members from different fields of specialization present their views on a topic that has interdisciplinary ramifications;
- (3) a dissertation option which allows the student to present three publishable articles in place of the normal dissertation in classical format.

The combination of a Protestant school of divinity and a Catholic University, within the larger possibilities of the Boston Theological Institute, produces faculty and library resources very favorable for study.

### Requirements:

**LANGUAGES:** The language examinations, testing the student's proficiency in reading French and German, must be passed before admission to the comprehensive examinations (usually at the end of the second year).

Students admitted to the program will have completed the M.Div. or equivalent degree, or will have completed a bachelor's program with a strong background in religion, theology and/or philosophy.

Both written and oral examinations are required: special exams in the candidate's field of concentration, general exams in the other two areas. (A Bible requirement may be passed by completion of three advanced courses.) Candidates may write a dissertation in the classical format or submit three publishable articles, one of which would clearly reflect the major field of concentration. Each dissertation or major article will be defended by the candidate in public disputation.

## Institute for the Study of Religious Education and Service

The Institute for the Study of Religious Education and Service at Boston College is one of the largest graduate facilities in North America dedicated primarily to the academic and practical formation of religious educators.

The Institute combines the resources of the Theology department, the School of Education and its own core Religious Education faculty, together with the opportunity for cross-registration in the Boston Theological Institute to serve religious educators in the scholarly and practical development of theological and religious educational insights and skills.

The Institute offers a Master of Education degree (M.Ed.) in Religious Education, the Certificate of Advanced Educational Specialization (C.A.E.S.), and an Interdisciplinary Doctoral degree (Ph.D.) in Religion and Education.

### Master of Education in Religious Education

Students for the Master of Education degree in Religious Education pursue studies in Theology, Bible and Religious Education. Core requirements in Theology and Bible include courses in systematic theology, Old Testament and New Testament, and ethics and religion-and-society. Core requirements in Religious Education include courses which relate fundamental educational literature to Religious Education, courses in history, philosophy and theology of Religious Education and courses which relate psychological and sociological insight to the Religious Educational task. Special projects and field educational experiences which relate scholarship to practical ministry are encouraged.

The ordinary credit requirements for the Master of Religious Education is 36 credits, in Theology/Bible and Religious Education. However, programs are designed with individualized attention to the background and aspirations of students. Students for the Master of Education participate in written and oral comprehensive examinations.

### Certificate of Advanced Educational Specialization

Students with a Master's degree in Theology, Education or related field, and at least three (3) years of occupational experience may apply for the Certificate of Advanced Educational Specialization.

The Certificate program is designed for students who have focused their occupational and ministerial goals as well as for those who wish to deepen their theological and religious educational background. Programs are designed with individualized attention to a student background and aspiration, with minimum stipulated course requirements in Theology, Bible and Religious Education. Certificate students focus on a *specialized educational concern* and prepare a certificate project on that concern. Six (6) credits of directed research are required of the Certificate student, and their written and oral comprehensives are based on their project. The ordinary credit requirement for Certificate students is 36 credits.

Students for the Masters and the Certificate may study during the academic year as well as during the summers.

### Interdisciplinary Doctoral Program

The Institute in cooperation in the university's Department of Theology and School of Education offers an Interdisciplinary Doctoral degree (Ph.D.) in Religion and Education. Interested persons should contact the Institute.



## Center for East Europe, Russia and Asia

The center is designed specifically to encourage students and faculty to participate in interdepartmental endeavors on both graduate and undergraduate levels. Participating faculty come from many departments, as can be seen from the list of center-related courses (below). Many of these same professors take part in the interdepartmental course, "Perspectives on Marxism" (bi-annually).

Several programs of specialization are available to undergraduates and graduate students, and both can earn certificates of proficiency in the field of Slavic studies. The students should consult with the Director (Carney 201A) and with the appropriate professors in the departments that interest them.

In addition to their teaching activities, the members of the Center are involved in the publication of a specialized quarterly, "Studies in Soviet Thought". Interested students, with some knowledge of Russian or another relevant language, can enquire about participating in this project. Members of the Center are also continuing publication of the *Sovietica* series, which currently contains some thirty-four volumes.

### Courses:

#### UN 212 Perspectives on Marxism (F; 3)

This interdisciplinary course is cosponsored by the Depart-

ment of Philosophy and the Center for East Europe, Russia and Asia. The ten professors (two political scientists, philosophers and historians; one each from economics, education, linguistics and sociology) present a coherent overview, enabling the student to gain an understanding of the Marxist phenomenon from all the major perspectives and providing an orientation for planning the student's further study of the questions raised by this important movement.

#### Un 697 Comparative Communism (F; 3)

Many of the most important aspects of the theory and practice of Communism can be understood only from an interdisciplinary perspective. Each session of this course will involve the participation of two professors who will analyze these aspects as they appear at the interface of their two disciplines. Each student will receive a list of works to be read prior to each session so as to be able to participate fully in the discussion.

For other Center-related courses, see the course listings of the Institute in Marxist Thought and of the departments of: Economics (Smolinski), Education (Lambert), History (Florescu, McNally, Murphy), Philosophy (Adelmann, Blanchette, Blakeley, Navickas, Rasmussen), Political Science (Carlisle, Tang), Sociology (Bruyn), Slavic and Eastern Languages (Jones, Connolly), Theology (Lawrence).



# School of Management

## The M.B.A Program

The primary objective of the M.B.A. Program at Boston College is to provide mature men and women with a broad professional education that will prepare them for important management positions in business and in other complex organizations. A manager is viewed as a person who makes significant decisions and assumes the leadership responsibility for the execution of these decisions. The M.B.A. Program therefore, emphasizes the development of the student's ability to make and execute decisions. Toward this end, the program of study is designed to accomplish training goals in the following areas:

1. *Critical Analysis:* To equip students to think logically and to apply analytical methods and skills in finding, evaluating, and solving managerial problems.

This involves the ability to recognize and define significant problems, gather and evaluate information, identify alternative courses of action, and reach conclusions or solutions which can be translated into concrete decisions and actions.

2. *Business Operations:* To provide students with a working knowledge of the basic concepts and principles which have general applicability in the basic operational areas of the business firm and other institutions.

By studying the individual areas — accounting, finance, production, and marketing — the student develops an understanding of the functions and responsibilities of operational management. In broader terms, the student gains a fuller realization of the interrelationships of the basic business functions and the applicability of the management process at all levels of managerial decision-making. Primary attention is focused on the general management point of view.

3. *Changing Environment:* To develop in the student an understanding of the complex and changing environments within which the manager must make and execute decisions.

This includes the study of the internal environment of the firm — the formal and informal organization of human resources to accomplish the objective of the business — and the external environment — the economic, political, social, legal and technological system which constitutes the environment of the organization. The study of these internal and external environments raises important questions concerning the values and responsibilities of organizations in relation to the human and social implications of their actions.

4. *Professional Development:* To encourage students to develop, as individuals, those attitudes, skills, and commitments which best equip them to perform effectively as responsible citizens and leaders in business and in society.

Understanding the processes of human motivations and group interaction provides bases for improving leadership skills and for strengthening communication. Written and oral communications

are stressed as skills which are necessary for the realistic preparation of managers. While in the program the student learns to appreciate that he or she must continue to educate him or herself throughout a career or risk professional obsolescence. Course work, therefore, encourages the student to learn independently and to assess the usefulness of new knowledge as the basis for developing a capacity for continued professional growth through self-education.

5. *Special Professional Interests:* To provide the opportunity for students to study more advanced and difficult management problems in areas of special interest.

While the program provides for breadth of knowledge in a prescribed set of course offerings, it also allows for additional in-depth study in a program of course concentrations, electives, and independent study options. In these advanced courses in the various fields of management, the teaching emphasis is upon the problems, opportunities, and responsibilities of the manager in business and in other organizations.

No statement of the goals of education for management would be complete without stressing the importance of overall perspective. While students receive rigorous training in specific business disciplines and management techniques, a broad emphasis is placed upon the integration of this knowledge into broader understanding of the role of the general management function. Some aspects of management such as planning, organization, coordination, control, human relations, problem-solving, and decision-making are most effectively presented initially in the context of individual functional courses. However, in the building block approach of the course offerings, the final courses require that the student consider management problems at the executive policy-making level. The end result is a program of studies which, while learned largely within the context of industrial management, is to a considerable extent applicable directly to management situations in nonindustrial organizations as well.

## Program Approach

The M.B.A. program which is fully accredited by the Accreditation Council of the American Assembly of Collegiate Schools of Business is designed to provide students with both a common body of knowledge and an area of specialized study. The Common Body of Knowledge (CBK) includes course work in six areas: (1) Environmental Studies; (2) Management Information Systems and Financial Operations; (3) Management Operations; (4) Quantitative Analysis and Computer Science; (5) Organization Studies; and (6) Policy Formulation and Administrative Strategy. The Common Body course work (with the exception of Policy) will be covered in the first half of the program. In the second half, students will have the opportunity to pursue specialized areas of business interests through a broad selection of advanced courses, electives, and seminars.

The program is designed so that a student with no or little prior management background, or a student with a good deal of management background in undergraduate studies will be challenged. Students with humanities, liberal arts, scientific and technical and social science background will take a standard set of courses. The MBA program is primarily designed for such students. The student with prior business school or economics background will find through the proper exercise of the Equivalency credit procedure that she or he will be enabled to take many extra electives in



areas of personal choice. This means that this MBA degree recipient will graduate, in fact, with a significant additional specialty.

The program is also designed to be of interest to students who already hold relevant Master's degrees in fields other than management or business administration. In such cases, advanced standing transfer credit may be allowable that will reduce overall course requirements for the MBA. Persons holding advanced degrees such as LLB, JD, MSW, MEd, MS in applied engineering fields, MA in various social sciences should inquire about details for either the full or part time program. Most of these arrangements are special purpose and should be taken up directly with the Associate Dean for Graduate Affairs of the School of Management.

### Degree Requirements

Boston College confers the degree of Master of Business Administration on candidates recommended by the Faculty of the School of Management and approved by the President and the Board of Trustees. Degree candidates are recommended on the basis of their academic performance and personal conduct in the program. All candidates must:

- Complete 54 credits of graduate-level work;
- Complete the ten prescribed courses in the Common Body of Knowledge unless course substitutions are allowed under the equivalency privilege (see below);
- Complete eight electives, including one elective from the list of policy offerings, one elective in the behavioral area, three or four electives in a selected concentration area, and two or three electives in areas outside of the area of concentration (If the student elects not to concentrate in a specific area, he or she must spread his or her electives over three areas.);
- Attain an overall average of 2.7 (B-);
- Complete all requirements for the degree within the six years of initial registration.

There are no formal requirements for MBA admissions other than an appropriate baccalaureate degree, but the student will benefit more from the graduate program of studies with prior preparation in economics and mathematics. Almost all MBA accredited institutions make similar preparation suggestions.

We operate in some areas of study on a "track" design. Students without background are advised to take course work in sections especially designed for them. We also have a mathematics elective for credit which can be taken before starting the quantitative analysis courses. The stronger the prior preparation in these two fields — economics and mathematics — the greater the possibility of gaining more from the total program.

### Common Body of Knowledge Courses

The Common Body of Knowledge includes course work in the following areas:

1. *Environmental Analysis*: This area concentrates on the dynamic external environment surrounding the organization. It views the external environment from several perspectives: as a complex set of inter-related economic, legal, political, social, ecological, and cultural influences upon the organization, as a constellation of publics or constituencies (suppliers, unions, stockholders, government, local community, pressure groups, etc.) affecting the organization, or as a set of social issues (e.g., consumerism, pollution, discrimination, public disclosure, etc.) involving the organization and society. Through case analysis the student gains insight into the

complicated interrelationships between the organization and its surrounding environment and learns skills useful in scanning and coping with that environment. Environmental analysis, by considering such topics as ideology and social contract, corporate power, corporate social responsibility, formulating corporate social policy, and social auditing,) involves the student in designing managerial responses to deal with problems or issues posed by the social environment. In dealing with these problems and issues, both a societal and a managerial perspective is maintained. That is, society's needs, wants, and values are considered along with what should be the organizational and managerial responses. In this context, the student develops awareness of the problems encountered when making decisions under conditions of value conflicts, and learns about the role of the general manager as a linking pin between the organization and its environment. Students who have little or no previous course work in micro- and macro-economic analysis take Me 700, 701; all others take Me 701, 702.

Courses: Me 700 — Economics and Social Choice (Fall)  
 Me 701 — Problems of Administration in Changing Environments I (Fall or Spring)  
 Me 702 — Problems of Administration in Changing Environments II (Spring)

2. *Management Information Systems and Financial Operations*: The new management technologies that have been developing during the past two decades have caused managers to look anew at the traditional functions of accounting and finance. In this sequence, particular emphasis will be placed upon the design and use of information systems for managerial decision-making and control. Also, attention will be given to the reporting of information for use by persons and institutions outside the enterprise. The controller and the information system's executive are emerging as those primarily concerned with the design and use of management information systems. Controllorship and systems design will be emphasized. At the outset, course work will be concerned with the development and use of accounting information to evaluate the status and performance of business enterprises. The focus will be on the use of accounting information in managerial decision-making. Against this background, the course will then consider the financial operations of the business as they relate to current, intermediate, and long-term financing. Case materials will be used to simulate actual problem situations at various levels for different types of organizations.

Courses: Mf 703 — Management Information Accounting and Control (Fall)  
 Mf 704 — Management Information and Finance (Spring)

3. *Monogement Operotions*: The courses cover the concepts, processes, and managerial skills needed in producing and marketing goods and services in various institutional settings. Emphasis is upon operating decisions, meaning those decisions that convert broad policy directives into specific actions within the organization and that guide the monitor-



ing and evaluating of that activity to see that it conforms to what was planned. Considerable attention is also given to what these functional areas contribute to overall organizational goal-setting, policy formulation, and planning. Cases, projects, exercises, and readings dealing with problems in these functional fields provide the basis for analysis and recommendation. Students who have little or no previous college-level course work in mathematics, statistics, or quantitative analysis should take Mc 707 before taking Mg 706.

Courses: Mk 705 — Management Operations —  
Marketing (Fall or Spring)  
Mg 706 — Production — Operations  
Management (Fall or Spring)

4. *Quantitative Analysis and Computer Science*: In recent years there has been a growth in the use of both analytical methods and computer technology by management groups. In this sequence of courses, the student will begin with an introduction to the computer including computer programming and time-sharing and batch processing methods. Emphasis will be placed on the student's use of the computer as a problem-solving aid. In this context, the course will consider mathematical and statistical methods for the description and analysis of business problems. The latter part of the two-term sequence will be devoted to a consideration of the theory and use of operations research methods in relation to managerial decision-making.

Courses: Mc 707 — Quantitative Analysis and  
Computer Operations I (Fall)  
Mc 708 — Quantitative Analysis and  
Computer Operations II (Spring)

5. *Organization Studies*: Effective business decision-making and implementation require coordinated action on the part of many individuals within an organization structure having both formal and informal overtones. The course is designed to develop understanding of (1) individual human behavior, (2) group interaction, (3) current leadership theories, and (4) organization theory. The student discovers the nature of the patterns of individual and group behavior from case descriptions, organizational exercises, group discussions, role-playing activities, self-perception exercises, and observation of group interaction. The study of individual and group behavior provides the basis for examining the modern organization as a total system.

Courses: Mb 709 — Organizational Studies  
(Fall or Spring)

6. *Administrative Strategy*: The policy course deals with the overall general management of an organization. It stresses the role of the manager as strategist and coordinator whose function it is to integrate the conflicting internal forces that arise from among the various organizational units while simultaneously adapting to the external pressures that originate from a changing environment. Case analysis of organizations of different types, sizes, industries, and stages of development provide the basis for determining organization strategies and policies under conditions of uncertainty and for developing

the analytical, conceptual, decision making, and human skills appropriate to the role of the general manager. The student is given ample opportunity to review different managerial philosophies and styles and the role that managerial values play in strategy formulation, and, in this context, he or she is asked to ponder what his or her own answer to the How-To-Manage question will be. The course serves as an integrating experience for the MBA Program in that it draws heavily upon and uses much of the knowledge and skills developed in the common body of knowledge. Hence, the common body is a prerequisite for the policy course.

Course: Md 710 — Policy Formulation and  
Administration (Fall or Spring)

#### Environmental Analysis

- Me 607 Business Leadership in Urban Problems
- Me 610 Managing the Metropolis
- Me 811 White Collar Crime
- Md 650 Management and Public Policy
- Mg 608 Management of Health Care
- Md 806 Planning Theory and Practice

#### Management Information Systems

- Ma 601 Cost and Profit Analysis
- Ma 603 Financial Accounting: Theory and Practice I
- Ma 604 Financial Accounting: Theory and Practice II
- Ma 605 Computer Based Accounting System
- Mi 802 Management Information Systems
- Mi 803 Analytical Approach to Systems Design
- Mi 804 Development and Implementation of Information Systems

#### Marketing

- Mk 801 Marketing Research
- Mk 802 Quantitative Marketing
- Mk 803 New Product Development
- Mk 804 Consumer Behavior
- Mk 805 Marketing Cases
- Mk 806 Sales Management
- Mk 808 Marketing Communication and Promotional Strategy
- Mk 809 Strategy Problems in Mass Distribution

#### Finance

- Mf 801 Investments: The Valuation of Financial Instruments
- Mf 802 Portfolio Analysis
- Mf 805 Finance Seminar
- Mf 806 Corporate Financial Management
- Mf 815 Corporate Financial Policy
- Mf 818 Financial Intermediaries, Markets and Instruments
- Mf 821 Management of Financial Institutions
- Mf 824 Public Sector
- Mf 827 Tax Effects on Managerial Decisions
- Mf 830 International Financial Management
- Mf 899 Directed Study

#### Computer Sciences

- Mc 361 Simulation Methods
- Mc 370 Technological Impact
- Mc 384 Applied Statistics
- Mc 400 Business Systems
- Mc 402 Artificial Intelligence
- Mc 450 Programming Systems



Mc 452	Computer Organization
Mc 454	Computer Graphics
Mc 600	Mathematics for Management
Mc 606	Forecasting Techniques
Mc 608	Cases in Management Science

### Organizational Studies

Mb 603	Human Consequences of Managerial Control Systems
Mb 801	Communication and Behavior
Mb 802	Seminar in Organizational Development
Mb 803	Managerial Effectiveness
Mb 804	Group Dynamics
Mb 805	Seminar in Management Development
Mb 806	Industrial Psychology
Mb 807	Personnel Management
Mb 810	Management of Religious Institutions

### Operations Management

Mg 375	Systems Management
Mg 601	Industrial Relations-U.S. and International
Mg 608	Management of Health Care
Mg 664	Labor-Management Relations
Md 804	Management of Technology
Md 805	Project Management

### Administrative Policy

Md 390	Small Business Management
Md 602	Management Thought in Perspective
Md 650	Management and Public Policy
Md 803	Management Decision Making
Md 804	Management of Technology
Md 805	Project Management
Md 806	Planning Theory and Practice
Md 807	Seminar in Advanced Topics in Administrative Sciences
Md 808	New Business Formations
Md 815	Issues in Public Utility Management
Md 895	Case Research Program

### Research

Mh 891	Thesis
Mh 896	Directed Readings
Mh 898	Directed Research

## Some Features of the Program

All candidates contemplating admission to the M.B.A. program should be apprised of the characteristics of the program.

### Program Options

The M.B.A. program is designed both for students who wish to pursue their program of studies on full-time basis and for those who wish to study on a part-time basis. The program requirements and course offerings are the same for all students. Students may elect one of the following program options:

1. **Two-Year Program:** This option requires a full course load of four to five courses per semester for two full years.
2. **Three-Year Program:** This is an accelerated part-time program for persons who are able to take three courses per semester for three years.
3. **Four-Year Program:** This option involves two courses per semester for four years and two additional courses taken during the summer semester or as additional courses during the regular school year.

The Summer Program is designed to offer full and part-time students the opportunity to accelerate the completion of their program if they wish to do so. A maximum of two courses may be taken during any one summer. Our summer session is not a part of this University's Summer School, but is especially designed for our MBA candidates.

### Class Scheduling Concept

As a general rule, classes in the Graduate Division are scheduled in the afternoon and evenings. Students in the first year of the two-year program will take Common Body of Knowledge courses in the afternoons, usually beginning at 1:00 P.M. In the second year, courses will be taken in the afternoons and evenings depending upon the electives chosen. Students in the three-year and four-year programs will take most of their courses in the evenings. The class schedule is designed, however, to allow a student to take an occasional late afternoon (4:00 P.M.) and evening course on the same day. Where individual employment situations allow this, the late afternoon-evening sequence provides a practical solution to the "number of nights out" problem.

The afternoon and evening class schedule makes it possible for students to combine work experience and graduate education in business. Full-time students generally have their mornings available for part-time work (up to 3 or 4 hours per day). Conversely, persons who work full-time have the late afternoons and evenings available for classes and study. For planning purposes, a student should study on an average of six hours per week for each three-credit course. This workload figure is a general rule and, as such, does not take into account individual differences in capacity and study habits. It is the student's responsibility, therefore, to determine time priorities and to develop a reasonable balance between study and work schedule.

### Teaching Methods

The quality of an educational program is reflected not only in the soundness of its curriculum but also in the effectiveness of its teaching methods. In the M.B.A. program, we do not identify one method of teaching as the most effective medium for graduate instruction. Course content and individual teaching styles are important factors which suggest the use of several different teaching methods. In this regard, we recognize the privilege and the deep responsibility of the individual professor to choose his or her own method of instruction: seminar, case method, simulation, lecture plus group discussion, work groups, or whatever combination of methods he or she considers most effective for the course.

Generally speaking, course work will involve considerable analysis and discussion of business problems. Student effort in courses will involve both substantial pre-class preparation and active participation in class discussions. At the graduate level, a student is capable of reading and understanding most of the text material without instructional guidance. Class time, therefore, is concerned with the application of the text material to specific business problems, rather than a review of textbook assignments. As a result, academic performance is measured not so much on memory-based examinations but on the student's demonstrated ability through businesslike reports, class discussion, and oral presentations to apply knowledge to the solution of business problems.

While individual business problems, cases and examples are used as a means of providing active student participation in the learning process, it is important to note that our objective is not to teach specific problem solutions, but rather to develop in the student a growing awareness of the broader principles of managerial problem-solving and deci-



sion-making. In this regard, the student should realize that she or he will seldom be confronted with the same problem that she or he has studied but will most assuredly be confronted with a continuing series of changing management problems and decisions. It behooves the student, therefore, to think of her or his preparation in terms of the development of a sound approach to problem-solving and decision-making as opposed to the learning of specific problem solutions.

### Independent Study

In some instances, students may wish to pursue specific areas which are not included in the regular program of study. In the second half of the program, therefore, there are options available to meet this need:

1. **Thesis Option:** The thesis program provides an opportunity for the student to work independently on a specific problem of his or her choice: (a) selecting and defining the problem; (b) gathering, organizing, and evaluating the information; (c) interpreting the results and reaching sound conclusions; (d) preparing clear, logical written presentations; and (e) defending his or her position in an oral examination. It is significant to point out that this research approach, wherein the student performs largely on initiative, closely parallels the kind of responsible assignment given to professional managers.
2. **Independent Study Project:** A student may propose to a faculty member an independent study project, the satisfactory completion of which will substitute for elective credits in the second level of the curriculum. To qualify for an independent study project, the student must submit a written proposal for the endorsement of the faculty member and Dean.
3. **Research Teams:** On occasion, students may be selected to work on research teams under the direction of experienced faculty researchers. In such cases, the student gains the added advantage of formal research direction and close working relationships with the faculty members who are actively engaged in substantive research endeavors.
4. **Public Management:** A Public Management option, including involvement with urban problems and policies, is available within the Environmental Studies concentration. Students interested in this option take the Common Body of Knowledge courses. Beyond the core, each student has an individualized academic program that can be interdisciplinary, interdepartmental, and interuniversity based upon the student's interests and contingent upon establishment of the necessary working relationships.

## Admission to the M.B.A. Program

### Qualifications

Boston College is an academic community whose doors are open to men and women of all races, creeds, handicaps and national origins.

Admission to our fully accredited MBA program is open to all qualified men and women who hold bachelor's degrees from accredited colleges and universities. No specific undergraduate major or series of courses is required for entrance. The program is well suited for persons who have completed undergraduate work in the humanities, social sciences, natural sciences, or broadly-based engineering and business administration programs. Good prep-

aration in English, mathematics, history, economics and the social sciences is especially desirable.

The admissions decision is based on a combination of factors rather than on any one factor. Consideration is given to a candidate's:

1. Academic record;
2. Score on the Admission Test for Graduate Study in Business;
3. Potential for leadership in business as evidenced in part- or full-time work experience, military service or community or extra-curricular activities;
4. Statements on the application form concerning his or her reason for pursuing a professional course of study in business;
5. Recommendations.

The Admissions Committee does not establish a required minimum undergraduate average for entrance into the program. However, preference is generally given to individuals with a "B" or comparable undergraduate average and a score of 500 or more on the Graduate Management Admissions Test (GMAT). Military service and business experience are also regarded as favorable by the Committee. The admission decision is based on an evaluation of the total application rather than upon the academic record alone.

### Admission Procedure

The application form and other necessary papers may be obtained by writing to:

Director of Admissions  
Graduate Division: School of Management  
Fulton 306  
Boston College  
Chestnut Hill, Massachusetts 02167

Because of the sequential nature of the course offerings, most students enter the M.B.A. Program in September, at the beginning of the Fall semester, but a few admissions openings occur for entry in the Spring semester.

Official transcripts should be submitted directly from all colleges or universities previously attended by the applicant. A fee of fifteen dollars should also accompany the formal application for admission. Please note that this fee is chargeable to every person who files an application and is not refundable.

Applicants may request an interview with a member of the staff of the School of Management. Personal interviews are not a required part of the admissions procedure and are viewed mainly as an opportunity for the applicant to become better acquainted with the program rather than as a screening device in the application process.

When all materials necessary for evaluating the application for admission are received, admissions decisions will be scheduled as follows:

On Applications Completed By:	Admission Decision Will be Mailed No Later Than:
December 1	January 1 (For Spring Applicants)
February 15	February 15 (For Fall Applicants)
April 1	April 1
May 1	May 30
	June 30

Prospective students are advised that a delay in application may significantly diminish the possibility of acceptance.



## Graduate Management Admissions Test

Applicants are required to take the Graduate Management Admissions Test (GMAT). This is an aptitude test and not a test to determine the applicant's knowledge of the business administration curriculum.

The Admission Test is administered several times each year, usually in November, January, March and July, at test centers throughout the United States. In the Metropolitan Boston Area, three local colleges have customarily provided facilities for the test.

It is the responsibility of the applicant to make arrangements for taking the test. Complete information and application forms may be obtained from the Office of The School of Management Graduate Division, or from the Educational Testing Service, Box 966, Princeton, New Jersey 08540.

## Registration

Registration is conducted under the direction of the Office of the University Registrar. Classes start on September 7, 1978 and January 16, 1979. Registration which is "delayed" allows students an advisement period during which they may plan a more meaningful choice of courses. The days for registration are September 18, 19, 1978 and January 29, 30, 1979, 9:30-11:30, 1:00-4:00; and 6:00-7:30. After registration, no addition of courses, change from credit to audit or audit to credit are permitted. Students may withdraw from a course up to three weeks prior to examinations and receive partial tuition refund on withdrawals submitted during the two weeks following registration.

At registration, all students will complete a Student Profile Sheet (Social Security Number required); pay semester fees and tuition in full to the Treasurer (\$113 per credit; \$5 registration fee; student activity fee); complete registration forms, and have ID photo taken if needed (\$3).

## General Information

M.B.A. candidates are advised of the following requirements and guidelines in relation to the operation of the program.

### Grading

In each graduate course in which he or she registers for graduate credit, a student will receive one of the following grades at the end of the semester: A, A-, B+, B, B-, C, W, F, or I. The high passing grade of A is awarded for course work which is distinguished. The ordinary passing grade of B is awarded for course work which is clearly satisfactory at the graduate level. The low, passing grade of C is awarded for work which is minimally acceptable at the graduate level. The failing grade of F is given for work which is unsatisfactory.

Academic credit is granted for courses in which a student receives a grade of A, A-, B+, B, B-, or C. No academic credit is granted for a course in which a student receives a grade of F. A student who receives a grade of C or less in five courses will be subject to academic review and may be required to withdraw from the Graduate Program. However, a student who receives three F's will be automatically dropped from degree candidacy.

### Scholastic Average

For purposes of computing scholastic standing, numeric averages are assigned to letter grades as follows:

A: 4.0; A-: 3.67; B+: 3.33; B: 3.0; B-: 2.67; C: 2.0; F: 0.

In order to graduate a student must attain an over-all average of B- (2.67) or higher in course work.

## Withdrawal From Course

No grade entry and no record of courses will appear on permanent records for students who withdraw from such courses within the first two weeks of class. After the first two weeks of class but before the last three weeks of class — grades of "W" will be recorded. Beginning with the last three weeks of class and during examination period — a grade of failure will be recorded and will enter into the computations of the student's average unless the Dean indicates another recording entry. This same condition applies to students who enroll and neglect to withdraw formally.

## Course Completion

All required work in any course must be completed by the date set for the course examination. For adequate reasons, however, a deferment may be allowed at the discretion of the professor of the course. If such a deferment is granted, the professor will determine its length up to a maximum of four months from the end of the examination period. Deferments longer than four months may be granted only by the Dean, who will in all cases consult the professor of the course. If a deferment is granted, the student will receive a temporary grade of I (Incomplete), which will be changed after the above-mentioned date to any of the above grades except W.

## Course Load

The minimum course load for all students is two courses per semester. The maximum course load for a graduate student employed in a full-time position is three courses per semester. In some cases, individual arrangements may be made through the Dean to meet personal problems or situations.

## Time Limit

All students are expected to complete all requirements for the M.B.A. degree within six (6) years of the initial registration. Approved Leaves of Absence can be used to adjust this limit.

## Equivalency Privilege

Any student who feels that she or he has substantial prior undergraduate academic background in the areas covered by the Common Body of Knowledge courses (with the exception of the Policy Area) may submit a petition to the M.B.A. Petitions Committee requesting permission to substitute a course or courses for designated CBK courses. The Petitions Committee will review each petition and schedule necessary interviews or proficiency examinations in order to evaluate the student's prior experience in relation to the course or courses in question. The equivalency privilege, if granted, does not reduce the total 18 course requirement. It does provide the opportunity for the student to explore in greater depth areas of her or his interest by substitution of electives. Contact the Dean's office for information and appropriate forms.

## Transfer Credit

In certain instances, it is possible for a student to receive advanced standing for graduate work completed elsewhere. Such credit is available only for graduate-level courses completed after receipt of a bachelor's degree and only when the quality and comparability of the work meet with



the approval of the Dean's office.

In the past few years, a few persons with advanced degrees have been applying for admission. At the present time, our academic administrative policies permit grants of transfer credit for earned Masters and Doctoral degrees. In many instances we are able to grant as many as four courses of credit (12 hours) for work done in the Law, Social Work, Educational Administration or Environmental Engineering areas, to mention a few. The prior advanced degree is considered to provide a "concentration" so that the MBA will serve to give valuable management background via its Common Body of Knowledge courses and its remaining elective courses to the student. With such grants of Advanced Standing Credit, a student may be required to complete fourteen (14) rather than eighteen (18) courses to qualify for the Master of Business Administration, MBA degree.

### **Student Leave of Absence and Reinstatement**

If a student finds it necessary to interrupt his or her program of study, he or she should notify the Dean's office in writing, including reasons for the requested Leave of Absence and an estimate of your anticipated date of return. If the period of interruption exceeds one semester, the student must file for reinstatement upon returning to the program. A reinstatement decision will consider the student's prior academic performance, the length of absence, current admissions policies and enrollment figures, and changes in the program or degree requirements that may have taken place during the period of absence.

### **Summer Session**

The School of Management's Graduate Division provides a limited number of course offerings on an accelerated schedule during June and July. Students may take one or two courses during the summer session.

### **Clearance for Good Standing**

Every student must be in good standing with the M.B.A. program and with the Treasurer's Office in order to be eligible for enrollment in course work. Each registration, therefore, will be checked to ensure that the student meets the following conditions:

- Academic: Must be maintaining a satisfactory academic average;
- Administrative; Must be fulfilling prescribed administrative requirements;
- Financial: Must be in good standing with the Treasurer's Office.

### **Student Integrity**

It is the purpose of the Boston College M.B.A. program to develop the whole person. Integrity and honesty in the performance of all assignments both in the classroom and outside are essential to his purpose. A student who submits work which is not his own violates the principle of high standards and jeopardizes his or her right to continue in the M.B.A. program.



# Graduate School of Social Work

In keeping with Jesuit tradition of four centuries of educating students in the service of humanity, Boston College established a Graduate School of Social Work in March, 1936. The program may be undertaken on either a full time (two academic years) or part time (usually three years) basis. All degree requirements are to be fulfilled within a period of six years, at least one of which must be a year of residence. The Master's program is accredited by the Council on Social Work Education.

## Professional Program

The professional program at the Boston College Graduate School of Social Work, in addition to providing foundation courses for all students, affords each the opportunity to specialize in one of the social work practice concentrations offered by the School: social casework, community organization/social planning, and social work research. A concurrent practicum is also a part of each program.

### Human Behavior and the Social Environment — Social Welfare Policy and Services

Courses in the Human Behavior and Social Environment Sequence are designed to give the student a knowledge of the physical, psychological, and environmental forces that affect human development. Course offerings are:

- Sw 721 Human Behavior and the Social Environment
- Sw 722 Psycho-Social Pathology
- Sw 723-4 Ego Psychology
- Sw 727 Substance Abuse: Alcohol and Other Drugs
- Sw 821 Small Group Theory
- Sw 825 Crisis, Loss and Grief
- Sw 828 Organizational Behavior
- Sw 830 Psycho-Social Issues in Health and Medical Care
- Sw 839 HBSE Independent Study

Courses in the Social Welfare Policy and Services Sequence are designed to give the student a knowledge of the various social welfare problems and issues that affect individuals in today's world. Course offerings are:

- Sw 701 The Social Welfare System
- Sw 702 Social Policy Analysis
- Sw 703 The Social Welfare System (Adv.)
- Sw 704 Social Policy Analysis (Adv.)
- Sw 801 Racism: Dynamics of Social Process
- Sw 803 Structure and Function in Administration
- Sw 804 Administrative Process and Processes
- Sw 805 Issues in Family and Children's Services
- Sw 808 Legal Aspects of Social Work
- Sw 813 Comparative Social Policy Study Tours
- Sw 814 International Human Services Delivery Systems

The School also offers several courses in other University programs which are not applicable to the Master's degree in Social Work. These include:

- Sw 600 Introduction to Social Work (College of Arts and Sciences)

- Sw 378 Introduction to Social Work (Evening College)
- Sw 770 The Clinical Interview (Summer Session)

## Casework

Casework is an orderly process of working with individuals and families to help them in dealing with personal, interpersonal and environmental difficulties. The process includes an exploration and understanding of the person and the nature of his/her difficulties; and the purposeful use of a variety of interventive skills designed to reduce the difficulties and to increase the individual's capacity for adequate social functioning.

The casework curriculum is arranged so that the student acquires a foundation in the generic aspects of social casework and is afforded an opportunity to expand his/her knowledge and skill through the selection of electives that are related to specific aspects of practice e.g. work with children, adults, families and groups.

The course offerings are:

- Sw 761 Fundamentals of Practice
- Sw 762 Basic Skills in Therapeutic Intervention
- Sw 763 Communication Theory for Community Organization Practice
- Sw 861 Differential Assessment and Intervention
- Sw 862 Advanced Clinical Practice
- Sw 863 Ethnic Differences in Social Work Practice
- Sw 864 Group Therapy
- Sw 865 Family Therapy
- Sw 867 Casework Treatment of Children and Adolescents
- Sw 870 Social Casework Independent Study

## Community Organization / Social Planning

Community Organization / Social Planning is a method of social work practice designed to assist citizens, groups, and/or organizations to solve the pressing social ills of a neighborhood, community or region. Community organization is viewed as a method for bringing together and involving citizens in solving social problems, and enabling them to implement welfare programs or community goals. Social Planning is viewed as a purposeful activity for identifying, designing and implementing programs to effect social change. Course offerings are:

- Sw 781 Introduction to Community Organization Practice
- Sw 782 Community Organization Method
- Sw 786 Community Organization and Casework Practice
- Sw 788 Principles of Planning
- Sw 790 Social Work in Industry
- Sw 881 Planning Theory
- Sw 882 Advanced Seminar in Community Organization/Social Planning
- Sw 886 Social Planning Workshop
- Sw 887 Change and Development of the Urban System: Urban Developmental Planning I
- Sw 888 Suburbia: Developmental Planning II
- Sw 889 Organizing for Women's Services
- Sw 895 Planning for Human Services
- Sw 896 Environmental Planning
- Sw 897 Planning for Mental Health Services
- Sw 898 Planning for Services Integration
- Sw 900 CO/SP Independent Study



### Social Work Research

Research is viewed as an action oriented method of social work intervention to build knowledge to improve social work and social welfare services in the urban community. The curriculum focus is to produce social work practitioners who (1) are concerned and knowledgeable about issues, needs, and service delivery problems of "at risk" groups living in urban communities; and (2) are able to design and implement research efforts relevant to social work practice with these groups.

The course offerings are:

- Sw 741 Introduction to Research Methods
- Sw 742 Introduction to Statistical Analysis
- Sw 745 Readings in Research: History and Issues
- Sw 840 Intermediate Statistics
- Sw 841-842 Research Seminar and Practicum

- Sw 843 Social Work Research and Theory Building
- Sw 844 Evaluative Research for Action
- Sw 845-846 Advanced Research Design
- Sw 848 Women and Research:  
Science vs. Sexism

### Information

For a more detailed description of course offerings, the applicant should consult the Boston College Graduate School of Social Work Bulletin which may be obtained by writing to the Director of Admissions, Boston College Graduate School of Social Work, Chestnut Hill, Massachusetts 02167.

The school is in the process of developing additional courses that will be open to undergraduates who may obtain further information from the Director of Admissions, Ext. 4024.

## Law School

The Trustees of Boston College, with the active support and cooperation of the bench and bar in Massachusetts, established the Boston College Law School in 1929. Formal instruction was begun on September 26, 1929, and the first class was graduated on June 15, 1932. In September 1975, Boston College Law School moved to the Newton campus which has larger and more extensive facilities.

### Pre-Legal Studies

Boston College desires that its students come to the study of law with the broadest possible understanding of the divergent forces which affect society and give it quality and direction. The School recognizes that the foundation for such understanding — so vital to the effective modern lawyer — normally is gained during the four-year college program. Because the field of law spans the entire social, economic and political processes of our society, there is no collegiate program that cannot serve as an appropriate vehicle for pre-legal training.

### Admission Requirements

Boston College is an academic community whose doors are open to men and women of all races, colors, handicaps, and national origins.

An applicant for admission to the Boston College Law School as a candidate for the degree of Juris Doctor must possess a Bachelor's degree from an accredited college or university and have taken the LSAT.

### Admission Procedure

Application must be made upon the official form; and, as noted therein:

- 1) Official transcripts of all collegiate, graduate and professional study must be sent directly to the Law School Data Assembly Service.
- 2) The recommendation form issued by the Law School or a letter of recommendation, if preferred, must be sent directly to the Committee on Admissions by the person making the recommendation.
- 3) The Educational Testing Service must be directed to

report the applicant's Law School Admission Test score to the Boston College Law School.

4) As soon as a decision is made by the Committee on Admissions, the applicant will be advised by mail. Application fee is not refundable.

5) Acceptance Deposit: To hold a place in the class the applicant must send a deposit of \$150 to the Boston College Law School within the time limit specified in the letter of acceptance. The deposit will be credited toward tuition for the last semester, only \$50 of which is refundable if notice of withdrawal is given by August 1.

6) Applications must be filed no later than March 1.

### Registration for Bar Examination

Many states require a student, prior to or shortly after beginning the study of the law, to register with the board of bar examiners of the state in which he or she intends to practice. Each student should ascertain by writing to the secretary of the board of bar examiners of the state in which he or she plans to practice whether that state has this requirement.

### Auditors

A limited number of applicants, usually members of the bar, who do not wish to study for a degree, but who desire to enroll in specific courses, may be admitted as auditors. Auditors must prepare regular assignments and participate in classroom discussions. They are not required to take examinations but may elect to do so. Normally, credit will not be certified for auditing.

### Advanced Standing

An applicant qualified for admission who satisfactorily completed part of the law course in another approved law school may be admitted to upper classes with advanced standing. Normally, four complete semesters will be required in residence at Boston College immediately preceding the award of a degree.

### Aid Programs

Awards are made on a need basis. Other than Presidential Loan Funds and a limited number of tuition remission awards, all financial aid programs are administered by the University's Office of Financial Aid. Applicants wishing to be considered for federal and other aid programs may obtain the necessary applications and financial statements by writing to the Office of Financial Aid, Lyons Hall, Boston College; Chestnut Hill, Ma. 02167.



## Information

For a more detailed description of course offerings, the applicant should consult the Boston College Law School

Bulletin which may be obtained by writing to the Director of Admissions, Boston College Law School, 885 Centre Street, Newton, Ma. 02159.

## Summer Session

With its wide range of accredited courses and special programs, the Boston College Summer Session answers the educational needs of a broad spectrum of students at every level — those already in degree programs, at Boston College and at other institutions, but also academic and business professionals seeking to expand their capacity to meet the challenges in their specialized fields.

The convenient suburban setting and extensive facilities for housing and recreation place the Summer Session in a unique position to provide the student with an ideal environment for summer study. Although the student body is highly diversified, all intermingle successfully, enjoying a relaxed and enthusiastic faculty, smaller classes, and the summertime beauty of the campus.

The summer program takes place within one intensive six-week period beginning in the latter part of June in which credits earned per course are equivalent to one semester of the regular academic year.

Although most of the courses are scheduled for the full six weeks, there are two sections of intensive three-week courses for full credit and several institutes and workshops with short-term schedules.

## Admission

Under a policy of "Open Admissions", the Summer Session welcomes all students, and no academic records need be submitted. However, because formal application is not required, students should not confuse registration in the Summer Session with admission to regular University standing, either in graduate or undergraduate programs.

## Undergraduate Students

Students without previous college experience should be high school graduates or the equivalent.

Boston College undergraduate students who desire credits transferred to their degree programs should obtain permission from their own deans before registering in the Summer Session.

It is the responsibility of visiting undergraduate degree students to obtain approval of their "home" institutions before registering in order to be sure the courses they have selected will be accepted for transfer credit.

Secondary school students who have completed eleventh grade with outstanding academic records are welcome to enroll in low-level undergraduate courses if they submit a written recommendation from their school principals when registering.

## Graduate Students

Visiting graduate students should possess the Bachelor's degree and are welcome to register for summer courses provided they observe any applicable course restrictions where they appear.

Boston College graduate students in degree programs should consult with their advisors before registering to make sure their summer course selections are consistent with their degree requirements.

## Information

For information about the courses and special programs offered during the Summer Session, request a Summer Session Catalog from the Summer Session Office, McGuinn 437, Boston College, Chestnut Hill, Massachusetts 02167.

## Weston Observatory

Weston Observatory, formerly Weston College Seismic Station (1928-1949), is an interdisciplinary research institute of Boston College for graduate education in the geosciences, and a center for research in the field of energy and environmental sciences. Research and educational activities are directed primarily to seismology, geomagnetism and regional geology.

Weston Observatory was one of the first participating facilities in the Worldwide Standardized Seismograph Network (WWSSN) inaugurated in 1961 by the U.S. Coast and Geodetic Survey. The Observatory also operates a twenty-three station regional seismic network under government contracts with Boston College. This network, constitutes the New England sector of a larger Northeast Seismic Network extending as far south as Maryland and northward to the Canadian Border.

A geomagnetic research facility, established at the Observatory in 1958, is instrumented for absolute magnetic observations, the continuous recording of variations in the components of the earth's magnetic field and a magnetic field cancelling coil system for experiments requiring reduction of the ambient magnetic field.



Regional Geologic Studies are chiefly concerned with the Northern Appalachian Mountains of the United States and Maritime Canada. A major activity of these studies includes exploration of the Pennsylvanian coal-bearing strata of the Narragansett Basin in southeastern Massachusetts and Rhode Island. The members of the Boston College Energy Research Center, drawn from various University departments are engaged in research not only on coal, but also on solar energy and a variety of seismo-tectonic research proj-

ects related to nuclear power plant siting.

The Observatory library houses some 17,000 volumes on the geosciences, energy and germane subjects, reference works and extensive map and chart holdings.

Tours of Weston Observatory may be arranged for various groups by writing to or telephoning (617) 899-0950 Weston Observatory-Boston College, Weston, Massachusetts 02193.





$$Y = \beta_0 + \beta_1 X_1$$

$$SST = 128$$

$$SSR = 54$$

$$SSE = 74$$







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**Michael Saks**, Assistant Professor of Psychology  
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**Anthony Saldarini**, Associate Professor of Theology  
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**Pauline R. Sampson**, Assistant Professor of Nursing  
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**Rusdu Saracoglu**, Instructor of Economics  
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**Dennis J. Sardella**, Associate Professor of Chemistry  
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**John Savage**, Professor of Education  
A.B., Iona College; Ed.M., Ed.D., Boston University

**Helen Manock Saxe**, Associate Professor of Nursing  
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**Margaret Amy Schatkin**, Associate Professor of Theology  
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**Michael Schiro**, Assistant Professor of Education  
B.S., Tufts University; M.A.T., D.Ed., Harvard University

**Kay L. Schlozman**, Assistant Professor of Political Science  
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**Richard J. Schrader**, Associate Professor of English  
A.B., Notre Dame University; A.M., Ph.D., Ohio State University

**Clarence C. Schubert, S.J.**, Lecturer of Chemistry  
B.S., Spring Hill College; M.S., Canisius College; S.T.L., Woodstock College; Ph.D., Princeton

**Solomon L. Schwebel**, Associate Professor of Physics  
B.S., City College of New York; M.S., Ph.D., New York University

**Robert Scigliano**, Professor of Political Science  
A.B., A.M., University of California at Los Angeles; Ph.D., University of Chicago

**Ronald Sealey**, Associate Professor of Education  
A.B., Wake Forest University; M.S., and J.D., University of Tennessee; Ph.D., Syracuse University

**Mary Seidel**, Associate Professor of Nursing  
B.S., Boston College; M.S., Boston University

**Elena Semeka-Pankratova**, Assistant Professor of Slavic & Eastern Languages  
Kand. ist. nauk, Inst. vostokovedeniya, AN-SSSR Moskva Diplom, Moskovskij pedagogicheskij institut

**John P. Shanahan**, Associate Professor of Mathematics  
B.S., M.S., University College, Galway; Ph.D., Johns Hopkins University



**Robert L. Sheehan**, Associate Professor of Romance Languages and Literatures  
B.S., Boston College; A.M., Ph.D., Boston University

**Daniel J. Shine, S.J.**, Associate Professor of Philosophy  
A.B., A.M., Boston College; A.M., Catholic University of America; S.T.L., Weston College; Ph.D., Gregorian University

**Mary Jane Shultz**, Research Associate and Lecturer of Physics  
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**Ernest A. Sicilano**, Professor of Languages and Literatures  
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**Maria Simonelli**, Professor of Romance Languages and Literatures  
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**Rachel E. Spector**, Assistant Professor of Nursing  
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**Theodore Steeman, O.F.M.**, Associate Professor of Theology  
B.D., Weert; Drs. Soc. University of Leyden; Ph.D., Harvard University

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**Olga Stone**, Associate Professor of Music; Musician-in-Residence; Director of Music Programs  
Mus.B., Mus.M., Mus.D., Boston University

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**George Vogel**, Professor of Chemistry  
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**John M. vonFelsinger**, Professor of Psychology  
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**Andrew J. Von Hendy**, Associate Professor of English  
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**Josephine von Henneberg**, Professor of Fine Arts  
Doctor in Letters, University of Rome

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**Dorothy J. Walker**, Associate Professor of Nursing  
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**John J. Walsh**, Professor of Education  
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**Thomas E. Wangler**, Associate Professor of Theology  
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**Joellen Watson**, Associate Professor of Nursing  
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**Alan Weinblatt**, Assistant Professor of English  
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**John R. Willis, S.J.**, Associate Professor of History  
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**Robert K. Woetzel**, Professor of International Politics and Law  
A.B., Columbia University; Ph.D., Oxford University; J.S.D., Bonn University; Certificate, Hague Academy of International Laws

**Geoffrey Woglom**, Associate Professor of Economics  
A.B., M.Phil., Ph.D., Yale University

**George M. Woytanowitz**, Assistant Professor of Education  
A.B., College of St. Thomas; M.S., University of Chicago; Ph.D., Johns Hopkins University

**Silas H. L. Wu**, Professor of History  
A.B., National Taiwan University; A.B., University of California at Berkeley; A.M., Yale University; Ph.D., Columbia University

**Chai Hyun Yoon**, Professor of Biology  
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**William Youngren**, Associate Professor of English  
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**Frederick J. Zappala**, Associate Professor of Management (Accounting), Chairman of the Department  
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**Georges Zayed**, Professor of Romance Languages and Literatures  
LesL., M.esL., University of Cairo; Doctorat d'Etat, Sorbonne

**John L. Zimka**, Lecturer of Management (Accounting)  
B.S., A.M., New York University

**Hiller B. Zobel**, Professor of Law  
A.B., Harvard University; LL.B., Harvard Law School

## Administrative Officials

### Directors In University Area

**John D. Beckwith**, A.B.  
Director of Purchasing

**Catherine H. Briel**, M.B.A.  
Controller

**John M. Callahan**  
Director of Dining Services

**James J. Daley**, M.A.  
Director of Safety, Security and Telecommunications

**John Dunnet**, B.S.  
Director of Internal Audit

**John G. Durkin**  
Bookstore Manager

**William J. Flynn**, M.Ed.  
Director of Athletics

**Bernard W. Gleason, Jr.**, M.B.A.  
Director of Management Information Systems

**Rev. Edward J. Hanrahan, S.J.**  
Dean of Students

**Alice Jeghelian**, Ph.D.  
Director of Affirmative Action

**James P. Kennedy**  
Director of University Budgets



**Joseph F. MacSweeney, B.A.**  
Director of Plant Services

**Arnold F. Mazur, M.D.**  
Director of Health Services

**Rev. Francis B. McManus, S.J.**  
Faculty Moderator of Alumni

**Edward D. Miller, M.B.A.**  
Director of Public Relations

**Francis F. Mills**  
Director of Financial Planning

**Fred B. Mills, M.B.A.**  
Director of University Policies and Procedures

**Monroe A. Moseley, M.A.**  
Director of Minority Student Programs

**Alfred G. Pennino, B.S.**  
Director of Buildings and Grounds

**Joseph B. Pomeroy, S.J., M.S.**  
Director of Computer Center

**Fred J. Pula, Ed.D.**  
Director of University Audio-Visual Services

**Rev. Joseph L. Shea, S.J.**  
Faculty Representative to Athletics

**John E. Steele, M.C.S.**  
Director of Career Planning and Placement

**Leo V. Sullivan, B.S.**  
Director of Personnel

**Roderick V. Wallick, M.B.A.**  
Director of Space Management

**Carole L. Wegman, A.M.**  
Director of Student Activities

**John F. Wissler, M.B.A.**  
Executive Director of Alumni Association

### **Student Accounts**

**Michael Driscoll, M.B.A.**  
Director, Student Loans and Accounts

**Francis Hartin**  
Manager, Collection and Credit

**Joyce King**  
Manager, Student Loans

### **University Counseling Services**

**Weston M. Jenks, Jr., M.A., M.Ed.**  
Director, University, and Arts and Sciences

**David J. Smith, Ph.D.**  
Associate Director, University Counseling

**Sandra Crump, M.Ed.**  
Assistant Director, Arts and Sciences

**John Hennessy, C.A.E.S.**  
Assistant Director, Arts and Sciences

**Christine Merkle, Ph.D. (Cand.)**  
Assistant Director, School of Management

**Anne Pulsifer, Ph.D.**  
Assistant Director, School of Nursing

**Barry Reister, Ph.D.**  
Assistant Director, School of Management

**Wendy Sobel, Ph.D.**  
Assistant Director, School of Education

**Eugene M. Taylor, Ph.D. (Cand.)**  
Assistant Director, School of Education

### **Recreation Complex**

**Mary M. Carson**  
Assistant Athletic Director

**Eugene Uchacz**  
Director of Intramurals

### **Housing**

**Richard Collins, A.B.**  
Director of Housing

**Richard Borofski, A.M.**  
Assistant Director for Summer and Special Housing

**Robert Capalbo, A.M.**  
Assistant Director for Resident Staff

**Marianne Falzone**  
Off-Campus Information

**Irving Houston, A.B.**  
Assistant Director for Resident Services

**Jean Keith, A.M.**  
Assistant Director for Placement

**Mary Ellen Redding, A.B.**  
Assistant Director for Business Affairs







# Course Descriptions





## Course Numbers and Codes

The alphabetic prefix indicates the department or program offering the course. The number indicates the level of the course.

000-299 - Courses for undergraduate registration

300-699 - Courses for undergraduate and graduate registration. For Education courses, this range is 300-399

700-999 - Courses for graduate registration

(F; 3) or (S; 3) A 3-credit course that will be offered either in the Fall or in the Spring.

(F,S; 3) One course which will be offered in the Fall and in the Spring, but may be taken only once for 3 credits.

(F,S; 3, 3) A two-semester course that can be taken both semesters for a total of 6 credits.

## American Studies (As)

The following courses are sponsored by the American Studies program. Students, under the guidance of faculty advisors, select the remainder of their courses from offerings given by the participating departments that bear upon the study of American culture. The participating departments represented on the American Studies Committee include Economics, English, History, Political Science, and Sociology. Suitable courses are also mounted periodically by Fine Arts, Philosophy, and Speech Communication and Theatre.

### As 374 (Hs 374) Film in American Culture

An interdisciplinary course which examines how films reflect the thoughts and values of the period that produces them. The primary focus is on history and film; but literature, sociology, music, drama, and dance are also incorporated. Topics covered include film language, blacks in film, women in film, the gangster as an American myth, and the West as an American myth. Films used previously include *The Gold Rush*, *Public Enemy*, *Cosablonco*, and *Hollywood on Trial*.

### As 724 Graduate Core Colloquium: An Introduction to The Literature of American Studies (F; 3)

The colloquium considers a wide range of readings that represent key avenues of approach to the interdisciplinary study of culture. Additional time will be spent examining the nature of the field of American Studies and its present state. The focus is on discussion; but there is also a final assignment for each student to submit a design for the Master's Essay that will complete the graduate degree program.

### As 990 Graduate Core Seminar (S; 3)

A workshop opportunity for Master's students who have completed the Core Colloquium. Members of the seminar will present findings and offer helpful critiques of others' work. The seminar also serves as a focal point for other scholarly undertakings sponsored by the American Studies program.

## Biology (Bi)

An asterisk after a course title indicates that a course carries a laboratory fee.

### Bi 100 Survey of Biology I (F; 3)

A survey of Biology without laboratory, designed for students who have had no previous courses in biology. The course mainly discusses man with emphasis on the following areas: cellular structure, function, chemistry, and the anatomy and physiology of the major organ systems of the body and how they are influenced by internal and external factors. Three lectures per week. The Department

### Bi 102 Survey of Biology II (S; 3)

A continuation of Bi 100. The topics discussed are: development, classical and molecular genetics, evolution, ecology, and behavior.

The Department

### Bi 110 General Biology I (F; 3)

A course designed to bring to the attention of students the relevance of biology to everyday life and to illustrate application of the scientific method to problems of biology. Living organisms are considered with respect to their function in isolation (topics discussed include diversity, physiology, metabolism, genetics, and development), and their function in association (topics discussed include behavior, population dynamics, ecology, evolution). Three lectures per week.

The Department

### Bi 111 General Biology Laboratory I\* (F; 1)

Required of students taking Bi 110. One two-hour laboratory period per week.

The Department

### Bi 112 General Biology II (S; 3)

A continuation of Biology 110.

The Department

### Bi 113 General Biology Laboratory II\* (S; 1)

Required of all students taking Bi 112. One two-hour laboratory period per week.

The Department

### Bi 130 Anatomy and Physiology I (F; 3)

An intensive introductory course designed to bring out the correlations between the structure and functions of the various body systems. Each system discussed is treated from microscopic to macroscopic levels of organization. This course is intended for students preparing for a career in nursing. A limited number of other students may be admitted only with permission of the instructor.

Roymond E. Sicord

### Bi 131 Anatomy and Physiology Laboratory I\* (F; 1)

Laboratory exercises intended to familiarize the students with the various structures and principles discussed in Bi 130 through the use of anatomical models. Physiological experiments and limited dissection. One two-hour laboratory period per week. Required of students taking Bi 130.

Roymond E. Sicord

### Bi 132 Anatomy and Physiology II (S; 3)

A continuation of Bi 130.

R. Douglos Powers

### Bi 133 Anatomy and Physiology Laboratory II\* (S; 1)

A continuation of Bi 131. Required of students taking Bi 132.

R. Douglos Powers

### Bi 210 Introductory Biology I (F; 3)

Prerequisite: Ch 109-110

An introduction to living systems at the molecular, cellular, organismal and population levels of organization. Three lectures per week. Required for biology majors.

Jonothon Goldthwoite

### Bi 211 Introductory Biology Laboratory I\* (F; 1)

One three-hour laboratory period per week. Required of all students taking Bi 210.

Mory Albert

Jonothon Goldthwoite

### Bi 212 Introductory Biology II (S; 3)

Prerequisite: Ch 109-110

A continuation of Bi 210. Required for biology majors.

Morio L. Bode

### Bi 213 Introductory Biology Laboratory II\* (S; 1)

One three-hour laboratory period per week. Required of all students taking Bi 212.

Mary Albert

Mario L. Bode

### Bi 220 Microbiology (F; 2)

A study of the basic physiological and biochemical activities of microorganisms; effective methods of destruction; mechanisms of drug action on microorganisms; and the application of serological and immunological principles in nursing. Two lectures per week. Primarily for students interested in a career in nursing; others are admitted with permission of the instructor.

Elinor M. O'Brien

### Bi 221 Microbiology Laboratory\* (F; 1)

One two-hour laboratory period per week. To be taken in conjunction with Bi 220.

Elinor M. O'Brien



## 112 / Description of Courses

### BIOLOGY

#### **Bi 300 Genetics (F,S; 3)**

Prerequisite: Bi 210-212

This is an introductory course in the principles and physical basis of heredity, which will include a discussion of the concepts of theoretical and applied genetics. Three lectures per week. Required for biology majors.

William H. Petri  
Yu-Chen Ting  
Choi H. Yoon

#### **Bi 301 Genetics Laboratory\* (F,S; 1)**

To be taken in conjunction with Bi 300. One three-hour laboratory per week. Required for biology majors.

William H. Petri  
Yu-Chen Ting  
Choi H. Yoon

#### **Bi 310 Bacteriology (F,S; 3)**

Prerequisites: Bi 210-212, Ch 231-232

A study of microorganisms as examples of independent cellular life forms, as agents of disease and as contributors to the environment of plants, animals, and man. Three lectures per week. Required for biology majors.

James J. Gilroy  
Chester S. Stochow

#### **Bi 311 Bacteriology Laboratory\* (F,S; 1)**

To be taken in conjunction with Bi 310. One three-hour laboratory per week. Required for biology majors.

James J. Gilroy  
Chester S. Stochow

#### **Bi 406 Cell Biology (F, S; 3)**

Prerequisite: Bi 210-212

Cellular and molecular aspects of selected biological processes will be covered. Topics will include the immune system, effects of animal viruses on cells, cell prototypes and specialized functions of animal cells.

Mourice Liss

#### **Bi 410 From Cells to Chromosomes (F; 3)**

Prerequisites: Bi 210-212, Ch 109-110

The cells and their organelles, with special emphasis on structural, functional and hereditary aspects. Three lectures per week.

Yu-Chen Ting

#### **Bi 411 From Cells to Chromosomes Laboratory\* (F; 1)**

To be taken in conjunction with Bi 410. One three-hour laboratory period per week. Required of all students taking Bi 410.

Yu-Chen Ting

#### **Bi 420 Comparative Vertebrate Embryology (S; 3)**

A study of the anatomy and physiology of reproduction, gametogenesis and the early stages of development of the chick and mammalian embryo.

Wolter J. Fimion, Jr.

#### **Bi 426 Comparative Vertebrate Morphogenesis (S; 3)**

The basic principles of vertebrate morphogenesis, with emphasis on evolutionary history, comparative anatomy, and embryological development.

Mory Albert

#### **Bi 427 Comparative Vertebrate Morphogenesis Laboratory (S; 1)**

Laboratory exercises to accompany Bi 426. Required of all students taking Bi 426.

Mory Albert

#### **Bi 430 Histology (S; 3)**

A study of human tissues and organs by means of the microscope; the correlation of histology to gross anatomy, physiology, biochemistry, embryology, and pathology. Kodachromes are used during lectures to illustrate some of these principles. There will be motion pictures on gross anatomy, cytology and surgery. Three lectures per week.

Allyn H. Rule

#### **Bi 431 Histology Laboratory\* (S; 1)**

One three-hour laboratory period per week. Required of all students in Bi 430.

Allyn H. Rule

#### **Bi 440 Molecular Biology (F; 3)**

Prerequisites: Bi 210-212, Ch 231-232

An introduction to the study of the structure, synthesis and function of nucleic acids and proteins. Topics will include methods for studying the structure of macromolecules, synthesis, structure and function of nucleic acids and proteins, kinetics and mechanism of

enzyme action and biochemical regulatory mechanisms. Three lectures per week.

Donold J. Plocke, S.J.

#### **Bi 442 Principles of Ecology (F; 3)**

Prerequisites: Bi 210-212, Ch 109-110 or permission of instructor

Readings in and discussion of principles and concepts in modern ecological theory.

To Be Announced

#### **Bi 450 Principles of Physiology (F; 3)**

Prerequisite: Bi 310

A study of the fundamental principles and physicochemical mechanisms underlying cellular and organismal function. Mammalian organ-systems will be studied, with emphasis on cardiovascular, respiratory and renal function and the endocrine regulation of metabolism.

R. Douglos Powers

#### **Bi 458 Plant Biology (F; 3)**

Beginning with a discussion of the major evolutionary trends in plants, the course will study blue-green algae, slime molds and fungi, followed by a discussion of eucaryotic algae, mosses and primitive tracheophytes and concluding with a survey of the gymnosperms and angiosperms.

Mory Albert

#### **Bi 460 Understanding Evolution (S; 3)**

The philosophical and theological aspects of evolution in general will be treated, followed by a scientific treatment of the origin of life.

William D. Sullivan, S.J.

#### **Bi 461-463 Undergraduate Research\* (F, S; 3, 3)**

Prerequisite: Permission of the chairperson

Undergraduate students of advanced standing may participate in research projects in the laboratory of a faculty member.

The Department

#### **Bi 465-467 Advanced Undergraduate Research\* (F, S; 3, 3)**

Seniors who have completed at least one semester of undergraduate research may enroll in this course with the permission of the chairperson.

The Department

#### **Bi 470 Introduction to Biochemistry (S; 3)**

Prerequisite: Ch 231-232

A study of the biochemistry of carbohydrates, lipids, nucleic acids, proteins, enzymes and coenzymes. Certain aspects of electron transport, bioenergetics, gene action, control mechanisms and macromolecular biosynthesis will also be included. Two seventy-five minute lectures per week.

Joseph A. Orlondo

#### **Bi 471 Introduction to Biochemistry Laboratory\* (S; 1)**

Laboratory exercises to accompany Bi 470.

Joseph A. Orlondo

#### **Bi 490 Tutorial in Biology (F, S; 3)**

Prerequisite: Permission of the instructor and chairperson

A directed study through assigned readings and discussions of various areas of the biological sciences.

The Department

#### **Bi 493-495 Current Concepts in Cancer Chemotherapy\* (F, S; 3, 3)**

Prerequisite: Permission of instructor

A laboratory course for juniors and seniors interested in learning some of the specific techniques of cancer research. Group meetings once a week and meetings with each student individually two or three times a week.

William D. Sullivan, S.J.

#### **Bi 496-498 Seminar in Carcinogenesis (F, S; 1, 1)**

Prerequisite: Bi 493, which may be taken concurrently

Various biochemical, immunological and therapeutic studies will be reviewed.

William D. Sullivan, S.J.

#### **Bi 510 General Endocrinology (S; 3)**

Prerequisite: Consent of instructor

A study of phylogenesis of endocrine systems; the embryology, gross and microscopic anatomy of endocrine glands; the biochemical and hormone action including clinical considerations. Two two-hour lectures per week.

Jolone Solomon

#### **Bi 520 Plant Growth and Development (S; 3)**

Prerequisite: Bi 210-212

A structural, physiological and biochemical study of basic processes in the growth and development of plants. Topics include nutrition, vascular transport, photosynthesis; and the regulation of growth,



differentiation, flowering and aging by environmental and hormonal factors. Two or three lectures per week and one term paper.

*Jonathan Goldthwaite*

**Bi 521 Plant Growth and Development Laboratory\* (S; 1)**

One three-hour laboratory per week. To be taken in conjunction with Bi 520.

*Jonathan Goldthwaite*

**Bi 538 Biology of Cell Cycle (F; 3)**

A study of growth and division of exponential, synchronous and selected cell cultures will be studied. DNA, RNA and protein synthesis in prokaryotes and eukaryotes during the cycle will be discussed. Division controls will also be reviewed.

*William D. Sullivan, S.J.*

**Bi 540 Immunology (F; 3)**

Prerequisites: General Biology, Inorganic Chemistry

The biology of the immune response: cell-cell interactions, antibody synthesis, the immunoglobulins, evolution of self recognition vs. nonself (antigen), antigenicity, antibody-antigen reactions, immune protection, immune destruction, and problems in cancer and transplantation immunity. The course will consist of a series of lectures, group seminars and guest speakers. Two seventy-five minute lectures per week.

*Allyn H. Rule*

**Bi 550 Human Heredity (F; 3)**

Prerequisites: General Biology, Genetics or the permission of the professor

The study of heredity: mammalian chromosome mapping, genes, mutations, translocations, also: sex determination, sexlinked genes, sex influenced characteristics, lethal genes, blood groups, paternity and race; biochemical genetics and genetic counseling. This course will consist of a series of lectures, problem sets and invited guest lecturers. Three lectures per week.

*Allyn H. Rule*

**Bi 552 Neurobiology (S; 3)**

Prerequisites: Bi 450 and permission of instructor

The development, structure, and function of the nervous system. A study of factors influencing neurogenesis, organization of the nervous system, electrochemical behavior of nervous tissue, inter- and intracellular communication and neuroendocrine interactions.

*Raymond E. Sicord*

**Bi 556 Developmental Biology (S; 3)**

Modern aspects of developmental biology with emphasis on molecular and cellular interaction in developmental processes.

*William H. Petri*

**Bi 560 Biological Statistics (S; 2)**

A discussion of probability, chi-square, T-distribution and Poisson distribution, as well as various correlations. Offered biennially, Spring 1979.

*Chai H. Yoon*

**Bi 561 Biological Statistics Workshop (S; 1)**

Required of all undergraduates enrolled in Bi 560.

*Chai H. Yoon*

**Bi 600 Biochemistry (F; 3)**

Physical and chemical properties of proteins and nucleic acids; enzymology; chemistry and metabolism of carbohydrates, lipids, amino acids and nucleotides; control mechanisms and biosynthesis of nucleic acids and proteins. Two lectures per week.

*Joseph A. Orlando*

**Bi 601 Biochemistry Laboratory\* (F; 2)**

One laboratory period per week. To be taken in conjunction with Bi 600.

*Joseph A. Orlando*

**Bi 606 Biophysical Chemistry (S; 3)**

Lectures on the properties and functional and interrelationships of proteins and nucleic acids with emphasis on the principal physicochemical techniques used for the study of macromolecules.

*Donald J. Plocke, S.J.*

**Bi 640 Advanced Topics in Cells and Molecules (S; 3)**

Prerequisite: Bi 600

Selected aspects of biochemistry, immunology and cell biology. Two seventy-five minute seminars per week.

*Maurice Liss*

**Bi 654 Developmental Genetics (F; 3)**

Prerequisites: Bi 300 and 456, or permission of instructor

A review of the major questions in developmental biology with a consideration of the necessity for genetic analysis to answer those questions. Specific examples of current research including pattern formation, hormonal control of development, determination and differentiation, transdetermination, totipotence and differential gene activity.

*William H. Petri*

**Bi 656 Developmental Physiology (S; 3)**

Prerequisites: Bi 420 or 556, and 450, or their equivalent

Detailed study of current topics in developmental physiology including cellular and tissue interactions during embryogenesis, dynamics of morphogenetic movements and pattern formation in morphogenetic fields. Offered biennially, Spring 1979.

*Raymond E. Sicard*

**Bi 658 Advanced Physiology (F; 3)**

A study of physiological control mechanisms. Emphasis is on the structure and function of the mammalian cell membrane, its role in the maintenance of cellular and organismic homeostasis, and its importance in the regulation reproduction.

*R. Douglas Powers*

**Bi 660 Advanced Genetics (S; 3)**

A discussion of selected topics in genetics. Offered biennially, Spring 1980.

*Choi H. Yoon*

**Bi 662 Pathophysiology (S; 3)**

Prerequisite: Bi 450 or its equivalent

This course will attempt to generate an understanding of the nature of the pathologic state. Discussion will be made of the altered functional status existing during disease. In addition, various mechanisms leading to these dysfunctions will be studied. Offered biennially, Spring 1980.

*Raymond E. Sicard*

**Bi 710 Radiation Biology and Isotope Methodology\* (F; 2)**

A study of the types of radiation in the electromagnetic spectrum and unstable isotopes, their physical and photochemical biological reactions, their biological and medical applications, and the precautions necessary for their utilization. Handling of radioactive materials, precautions necessary, use and principle of various detection systems and basic exercises in radioassay. Two lectures and one laboratory period per week.

*Wolter J. Fimion, Jr.*

**Bi 742 Biology of Ultrastructure (S; 2)**

The assembly, continuity and exchanges in certain cytoplasmic membrane systems; the origin and continuity of mitochondria, plastids, golgi apparatus, microtubules, endoplasmic reticulum and other ultrastructural changes during the cell cycle and division will be discussed. Two lectures per week.

*William D. Sullivan, S.J.*

**Bi 743 Laboratory in the Biology of Ultrastructure\* (S; 2)**

A training course in the physics and mathematics of EM operation, embedding, knife making, sectioning, formvar and carbon coating, shadow casting, staining, radioautography and interpretation of electron micrographs. To be taken only in conjunction with Bi 742.

*William D. Sullivan, S.J.*

**Bi 750 Bacterial Physiology and Metabolism (F; 3)**

Prerequisite: Bi 600 and Bi 310, or consent of the instructor

A study of bacterial organelles, their molecular structure, function and biosynthesis. Metabolic reactions peculiar to bacteria, viz., fermentations and autotrophic functions are studied. Two lectures per week. Offered biennially, Fall 1979.

*James J. Gilroy*

**Bi 760 Biochemical Control Mechanisms (S; 3)**

Prerequisite: Bi 600 or equivalent

Regulation and biochemistry of enzyme, RNA and DNA synthesis. Problems dealing with the kinetics and physical properties of allosteric enzymes will be discussed. Three lectures per week.

*Chester S. Stochow*

**Bi 799 Readings and Research (F, S; 3, 3)**

By arrangement

*The Department*

**Bi 801 Thesis Seminar (F, S; 3, 3)**

A research problem for M.S. candidates of an original nature under the direction of a member of the staff. By arrangement

*The Department*



## 114 / Description of Courses

### CHEMISTRY

#### **Bi 802 Thesis Direction\* (F, S; 0, 0)**

A non-credit course for those who have received six credits for Thesis Seminar but who have not finished their thesis. This course must be registered for and the continuation fee paid each semester until the thesis is completed. By arrangement. *The Department*

#### **Bi 814 Seminar in Bacterial Metabolism (F; 2)**

Special topics in Bacterial Metabolism. Offered biennially, Fall 1978. *James J. Gilroy*

#### **Bi 816 Seminar in Metabolic Interrelations (F; 2)**

A study of metabolism on the cellular, tissue and organism levels. Offered biennially, Fall 1979 *Joseph A. Orlando*

#### **Bi 818 Current Topics in Virology (F; 2)**

Presentation and discussion of selected papers in virology, with emphasis on animal viruses. Offered biennially, Fall 1979. *Mourice Liss*

#### **Bi 820 Seminar in Cytogenetics (F; 2)**

Discussions on current developments in cytogenetics. Offered biennially, Fall 1978. *Yu-Chen Ting*

#### **Bi 824 Seminar in Physiology (F; 2)**

Discussion of recent topics in mammalian physiology with emphasis on the regulation of reproduction. Offered biennially, Fall 1979. *R. Douglas Powers*

#### **Bi 826 Seminar in Pathophysiology (F; 2)**

Prerequisite: Bi 662 or permission of instructor  
Discussion of current problems in and approaches to pathologic physiology. Offered biennially, Fall 1978. *Raymond E. Sicord*

#### **Bi 828 Seminar on the Functional Role of Metals in Biological Systems (S; 2)**

A study of the role of metals in proteins and nucleic acids, with emphasis on structure-function interrelationships. Offered biennially, Spring 1979. *Donald J. Plocke, S.J.*

#### **Bi 844 Seminar in Heredity (S; 2)**

Discussion of current topics in genetics. Offered biennially, Spring 1979. *Choi H. Yoon*

#### **Bi 848 Cellular Immunology (F; 2)**

A discussion of cells, cell receptors and cell products involved in the immune response, delayed hypersensitivity, immediate hypersensitivity, and clotting. Offered biennially, Fall 1979. *Allyn H. Rule*

#### **Bi 852 Current Topics in Plant Physiology (S; 2)**

Reading, seminar reports, and discussion of selected aspects of current research in experimental plant science. Offered biennially, Spring 1980. *Jonathon Goldthwaite*

#### **Bi 856 Immunochemistry of Antigens (S; 2)**

Prerequisite: Immunology or permission of instructor  
Seminars related to antibody classes, their structure, active sites, function and synthesis; the evolution of antibody synthesis, allotypy and idiotype. Offered biennially, Spring 1980. *Allyn H. Rule*

#### **Bi 858 Immunochemistry of Antibodies (S; 2)**

Prerequisite: Immunology or permission of instructor  
Seminars pertaining to antigens, their specific determinants and their interactions with antibodies. Quantitative immunochemical methods for measurement of antigen-antibody reactions, the free energy of Ab-Ag interactions, and mechanisms involved in protein-protein interactions. Offered biennially, Spring 1979. *Allyn H. Rule*

#### **Bi 860 Seminar in Molecular Biology and Genetics of Bacteriophage (S; 2)**

Study of recent advances in bacteriophage, genetics and replication. Offered biennially, Spring 1980. *Chester S. Stochow*

#### **Bi 862 Current Topics in Biochemistry (F; 2)**

Discussion of recent developments in the area of biochemistry. Offered biennially, Fall 1978. *Morio L. Bode*

#### **Bi 864 Seminar in Developmental Biology (S; 2)**

Prerequisite: Bi 654 or permission of instructor  
Discussion of current advances being made in the field of developmental biology. Offered biennially, Spring 1980. *William H. Petri*  
*Raymond E. Sicord*

#### **Bi 878 Seminar in Reproduction (S; 2)**

Genetic and hormonal determinants of embryonic and perinatal development will be discussed. The roles of chromosomes and hormones in expression of adult anatomy and behavior will also be discussed. Offered biennially, Spring 1979. *Jolone Solomon*

#### **Bi 999 Doctoral Continuation**

All students who have been admitted to candidacy for the Ph.D. degree are required to register and pay the fee for doctoral continuation during each semester of their candidacy. This registration entitles them to use of university facilities (library, etc.) and to the privilege of auditing informally (without record in the graduate office) courses which they and their advisors deem helpful. Tuition must be paid for courses formally audited or taken for credit.

*The Department*

## Black Studies (Bk)

#### **Bk 102 African American Literature (F, S; 3)**

The aim of this course, is to select and study modern poetry written by African poets which embodies, from an historical and cultural perspective, the African experience. *J. Gant*

#### **Bk 104 Caribbean Literature (F, S; 3)**

The aim of this course, is to select and study modern poetry written by Caribbean poets which embodies, from an historical and cultural perspective, the Caribbean experience. *J. Gant*

## Chemistry (Ch)

An asterisk after a course title indicates that a course carries a laboratory fee. All courses numbered Ch 500 through Ch 999 have as a prerequisite previous courses in organic, analytical and physical chemistry.

#### **Ch 101 Fundamentals of Chemistry (F; 3)**

Prerequisite: One year of high school chemistry  
A course for non-science majors for whom chemistry or a laboratory science is a requirement. The course treats basic chemical concepts and principles drawn from the area of general chemistry. The course is applicable to the University Core requirement. Corequisite Ch 103. *Joseph Hojdu*  
*Michael T. Sobus, S.J.*  
*John R. Trzosko, S.J.*

#### **Ch 102 Fundamentals of Organic Chemistry (S; 3)**

Prerequisite: One year of high school chemistry  
A one semester course designed for non-science majors for whom chemistry or a laboratory science is a requirement. It deals with organic and biochemistry including a study of the structures, reactions and metabolisms of protein, carbohydrates and lipids. The course is applicable to the University Core. Corequisite Ch 104. *Joseph Hojdu*  
*Michael T. Sobus, S.J.*  
*John R. Trzosko, S.J.*

#### **Ch 103 Fundamentals of Chemistry Laboratory\* (F; 1)**

Laboratory required of all students enrolled in Ch 101. One two-hour period per week. *Joseph Hojdu*  
*Michael T. Sobus, S.J.*  
*John R. Trzosko, S.J.*

#### **Ch 104 Fundamentals of Organic Chemistry Laboratory\* (S; 1)**

Laboratory required of all students enrolled in Ch 102. One two-hour period per week. *Joseph Hojdu*  
*Michael T. Sobus, S.J.*  
*John R. Trzosko, S.J.*

#### **Ch 105-106 Chemistry and Society (F, S; 3, 3)**

A course designed exclusively for those not majoring in the natural sciences. The structure and methodology of science as exemplified by chemistry is treated along with the practical effects of chemistry upon society. The application of chemical principles to environmental problems will be stressed. No prior knowledge of chemistry is



required and the use of mathematics is minimal. No laboratory required. The course is applicable to the University Core requirement.

Irving J. Russell

**Ch 109-110 General Chemistry (F, S; 3, 3)**

Prerequisite: one year of high school chemistry

The course is intended for students whose major interest is science or medicine. It offers a rigorous introduction to the principles of inorganic chemistry, with special emphasis on quantitative relationships, chemical equilibrium, and the structures of atoms, molecules, and crystals. The properties of the more common elements and compounds are considered against a background of these principles and the periodic table. The course is applicable to the University Core requirement. Corequisite Ch 111-112.

André J. deBéthune

Evon R. Kontrowitz

Robert F. O'Molloy

Clorence C. Schubert, S.J.

**Ch 111-112 General Chemistry Laboratory\* (F, S; 1, 1)**

Laboratory required of all students enrolled Ch 109-110. One three-hour period per week.

André J. deBéthune

Evon R. Kontrowitz

Robert F. O'Molloy

Clorence C. Schubert, S.J.

**Ch 117-118 Principles of Chemistry (F, S; 3, 3)**

Prerequisite: one year of high school chemistry

Physical principles of chemistry and their applications will be stressed, with emphasis on molecular structure, spectroscopy, thermodynamics and equilibria. Enrollment is determined by the Department. The course is applicable to the University Core requirement. Corequisite Ch 119-120.

David L. McFadden

**Ch 119-120 Principles of Chemistry Laboratory\* (F, S; 1, 1)**

Laboratory required of all students enrolled in Ch 117-118. One three-hour period per week.

Dovid L. McFadden

**Ch 151 Applications of Science I - Communication (F; 3)**

The course is designed primarily for those not majoring in the natural sciences. Chemical and physical principles and devices of communication technology will be discussed, including the telegraph, telephone, radio, sound reproduction, television, semiconductors and lasers. Electromagnetic theory will be explained and the operation of the electromagnetic devices will be described. Through individual projects, each student will explore the role of communication technology in a field of one's own interest. A previous science background is not required, and the use of mathematics will be kept to a minimum. The course is applicable to the University Core requirement.

Poul Dovidovits

**Ch 152 Applications of Science II - Energy (S; 3)**

A course designed exclusively for those not majoring in the natural sciences. Energy will be explored as a natural phenomenon and the different types will be examined: mechanical work, kinetic and potential energy, heat and thermal energy, electrical, chemical (molecular) and nuclear energy. The sources of energy; solar, wind and water power, fossil fuels and nuclear fuels will be reviewed. The laws of conservation and dissipation of energy and the concept of entropy will be discussed. The politics and economics, as well as the history, of the concept of energy will be touched upon. The use of mathematics will be kept to a minimum. Each student will undertake an individual project in an energy area of one's own interest, but intended as a contribution to a possible solution of our national and international energy problems. The course is applicable to the University Core requirement.

Andre J. de Bethune

**Ch 231-232 Organic Chemistry (F, S; 3, 3)**

Prerequisites: Ch 109-110 or Ch 117-118

An introduction to the chemistry, properties, and the uses of organic compounds. Correlation of structure with properties, reaction mechanisms, and modern approach to structural and synthetic problems are stressed throughout. In the laboratory, the aim is acquisition of sound experimental techniques through the synthesis of selected compounds. Corequisite Ch 233-234.

O. Francis Bennett

Dennis J. Sardello

John R. Trzasko, S.J.

George Vogel

**Ch 233-234 Organic Chemistry Laboratory\* (F, S; 1, 1)**

Laboratory required of all students enrolled in Ch 231-232. One four-hour period per week. Corequisite Ch 231-232. Students must select the laboratory section corresponding to the lecture section.

O. Francis Bennett

Dennis J. Sardello

John R. Trzasko, S.J.

George Vogel

**Ch 341 Determination of Organic Structures (F; 4)**

Prerequisite: Ch 231-232

The course is designed to introduce the student to the methodology of organic chemical research while at the same time affording him or her a deeper insight into the chemical and physical properties of functional groups. The elucidation of the structures of a number of organic compounds is carried out by a combination of classical and modern instrumental methods; separative techniques as well as small-scale degradative and synthetic experimentation are stressed in the process. Practice in the carrying out of literature searches and in the solution of numerous textbook problems in structural organic chemistry are additional features of the course. Corequisite Ch 343.

O. Francis Bennett

**Ch 343 Determination of Organic Structure Laboratory\* (F; 0)**

Laboratory required of all students enrolled in Ch 341. Two four-hour laboratory periods per week. Corequisite Ch 341.

O. Francis Bennett

**Ch 351-352 Analytical Chemistry (F, S; 4, 4)**

Prerequisite: Ch 109-110 or Ch 117-118

A study of the fundamental chemical laws and the theory of solutions as applied to analytical chemistry. Volumetric and gravimetric methods will be emphasized in the first semester and instrumental procedure in the second semester. Corequisite Ch 353-354.

E. Joseph Billo

**Ch 353-354 Analytical Chemistry Laboratory\* (F, S; 0, 0)**

Laboratory required of all students enrolled in Ch 351-352. One four-hour period per week. Corequisite Ch 351-352.

E. Joseph Billo

**Ch 471-472 Introductory Physical Chemistry (F, S; 3, 3)**

Prerequisites: Ch 109-110 or 117-118, Mt 100-101, Ph 211-212

A two-semester course for those not planning a career in chemistry. Topics treated include thermodynamics, kinetic theory and quantum mechanics with applications to systems of interest.

Yuh-kang Pon

**Ch 475 Physical Chemistry I (F; 3)**

Prerequisites: Ch 231-232, Mt 200-201, Ph 211-212

An introduction to the thermodynamics and kinetic theory of molecular systems.

Jeong-long Lin

**Ch 476 Physical Chemistry II (S; 3)**

Prerequisite: Ch 475

An introduction to reaction rate theory, quantum mechanics and spectroscopy as applied to atomic and molecular systems.

Jeong-long Lin

NOTE: All courses numbered Ch 500 through Ch 999 have as a prerequisite previous courses in organic, analytical and physical chemistry.

**Ch 520 Principles of Inorganic Chemistry (S; 3)**

An introduction to the principles of inorganic chemistry with emphasis on structural and thermodynamic aspects.

Kenneth M. Nicholas

**Ch 522 Inorganic Chemistry Laboratory\* (S; 3)**

A course in inorganic synthesis including characterization of the products.

Kenneth M. Nicholas

**Ch 532 Chemistry of Macromolecules (S; 3)**

The fundamental chemistry, properties, and importance of synthetic and naturally occurring macromolecules will be covered. Materials of biological interest will be included.

O. Francis Bennett

**Ch 533 Organo-Sulfur and Selenium Chemistry (F; 3)**

Recent developments of important sulfur and selenium reagents in organic synthesis.

Not offered 1978-79

O. Francis Bennett



## 116 / Description of Courses

### CHEMISTRY

#### Ch 534 Organic Synthesis (S; 3)

The most useful reactions of organic chemistry will be discussed in detail and practical applications made. Joseph Bornstein

#### Ch 535 Physical Organic Chemistry (F; 3)

A survey of methods useful in determination of reaction pathways in organic Chemistry. Dennis J. Sordello

#### Ch 536 Organic Synthesis Laboratory\* (S; 3)

Methods, techniques, and reactions used in the preparation of organic compounds that offer more than usual difficulty. One lecture and two laboratory periods per week. Joseph Bornstein

#### Ch 538 Organic Spectroscopy (S; 3)

The theory and uses of infrared, nuclear magnetic resonance, mass, and ultraviolet spectroscopy in structural elucidation are discussed at a level above that of a beginning course in organic chemistry. No prior knowledge of the field is assumed. George Vogel

#### Ch 551 Advanced Analytical Chemistry (F; 4)

A consideration of modern instrumental methods of analysis, including atomic emission and absorption, ultraviolet, visible, infrared and Raman spectrometry, fluorometry, x-ray methods, electroanalytical methods and gas chromatography. Three lectures and one four-hour laboratory per week. May not be taken without Ch 553. E. Joseph Billo

#### Ch 553 Advanced Analytical Chemistry Laboratory\* (F; 0)

Laboratory required of all students enrolled in Ch 551. E. Joseph Billo

#### Ch 561 Biochemistry (F; 3)

Prerequisite: Ch 231-232. Recommended: Ch 351-353  
A one-semester introduction to biochemistry. Topics will include structure, function and synthesis of proteins; energetics, kinetics and mechanisms of biochemical reactions; intermediary metabolism, biochemistry of nucleic acids, and the genetic code. Evon R. Kontrowitz

#### Ch 564 Molecular Biochemistry (S; 3)

The course is intended for advanced students who have completed or are presently enrolled in an introductory biochemistry course such as Bi 470 or Ch 562. It deals with the physical organic aspects of biocatalysis. The basic principles of enzyme catalysis will be presented with considerable emphasis on methods of investigation of biochemical reaction mechanisms. Topics such as acid-base catalysis, isotope effects, noncovalent interactions, metal ion participation and the role of cofactors will be discussed, utilizing a number of enzymic as well as model reactions. Joseph Hojdu

#### Ch 566 Bio-inorganic Chemistry (S; 3)

Discussion of the role of metals in biological systems. Behavior of metal ions in aqueous solution. Metal requiring enzymes. Interactions of metal ions with nucleic acids. Transport systems involving inorganic ions. Inorganic pharmaceuticals. Michael J. Clorke

#### Ch 571 Physical Chemistry III (F; 3)

Prerequisite: Ch 476  
An introduction to statistical thermodynamics and application of quantum mechanics to molecular systems. Poul Dovidovits

#### Ch 573 Quantum Chemistry and Molecular Structure (F; 3)

A development of the principles of quantum chemistry as they apply to inorganic and organic chemistry. Emphasis on the use of molecular orbital method and a discussion of group theory. Yuh-kang Pon

#### Ch 574 Experimental Physical Chemistry\* (S; 3)

One lecture and four hours of laboratory per week. Experiments will be chosen to illustrate physical chemical principles, to develop skills such as constructing circuits and apparatus, the use of vacuum techniques, and the operation and calibration of the instruments and to reproduce with good accuracy data available in the literature, as an introduction to experimental research. Cloarence C. Schubert, S.J.

#### Ch 576 Nuclear and Radiochemistry (S; 4)

The theory and practice of radiochemistry, including a review of

radiochemical techniques and their applications to research in diverse fields, especially the environmental sciences. Corequisite Ch 578. Irving J. Russell

#### Ch 578 Nuclear and Radiochemistry Laboratory\* (S; 0)

Laboratory required of all students enrolled in Ch 576. One four-hour period per week. Irving J. Russell

#### Ch 582 Non-aqueous Chemistry (S; 3)

An introduction to the theories of reactions in liquid, molten and solid systems. Solvent classification schemes, reaction mechanisms in selected solvents and practical applications presented. John L. Horrison

#### Ch 583 Electrochemistry (F; 3)

The principles of electrochemical thermodynamics, galvanic cells and transport phenomena. Oxidation-reduction reactions in selected liquid and solid media will be examined with treatment of practical applications. John L. Horrison

#### Ch 591-592 Introduction to Chemical Research (F, S; 3, 3)

The essential feature of this course is an independent research project performed under the supervision of a faculty member. This is a two semester course and may not be taken for only one semester. The individual work will be preceded by a series of lectures and demonstrations on the use of the library and several essential laboratory techniques. A written report is required at the end of the second semester. The Department

#### Ch 671 Statistical Mechanics (F; 3)

The basic principles of classical and quantum statistical mechanics with applications to the equilibrium theory of gases, liquids and solids. Dovid L. McFadden

#### Ch 672 Quantum Mechanics (S; 3)

The fundamentals of wave and matrix mechanics, quantum theory of angular momentum, perturbation and variation methods are treated. Yuh-kong Pan

#### Ch 720 Advanced Inorganic Chemistry I (S; 3)

A detailed discussion of the main group elements with emphasis on the periodic relationships, structural aspects and bonding. Not Offered 1978-79

#### Ch 721 Structure and Reactivity in Inorganic Chemistry (F; 3)

Discussion of structure and reactivity in inorganic chemistry. Intended for advanced students. Michael J. Clorke

#### Ch 724 Advanced Inorganic Chemistry II (S; 3)

A detailed discussion of the chemistry of the transition elements with emphasis on the structure, bonding and spectroscopic properties of their compounds. Not Offered 1978-79

#### Ch 725 Physical Methods in Inorganic Chemistry (F; 3)

A discussion of the application of group theory and spectroscopy to the bonding and structure of inorganic compounds. Not Offered 1978-79

#### Ch 731 Theoretical Organic Chemistry (F; 3)

A physical chemical approach to organic chemistry. The principles of thermodynamics and classical and wave mechanics will be applied to the discussion of structure-reactivity relationships. Not Offered 1978-79

#### Ch 732 Organometallic Chemistry (S; 3)

An introduction to the chemistry of compounds with transition metal carbon bonds. Aspects of bonding, structure and synthetic utility will be stressed. Kenneth M. Nicholos

#### Ch 734 Natural Products (S; 3)

A survey of the chemistry of naturally-occurring substances, such as steroids, terpenes and alkaloids. The structures determination, synthesis and biosynthesis of representative molecules will be discussed. T. Ross Kelly

#### Ch 735 Advanced Organic Chemistry II (F; 3)

A survey of advanced topics of current interest in the field of synthetic organic chemistry. Not Offered 1978-79



**Ch 770 Advanced Physical Chemistry-Dynamics (S; 3)**

The principles of thermodynamics and statistical mechanics will be covered with applications to molecular systems and to chemical reactions. Experimental aspects of gas phase and solution kinetics will be reviewed. *Poul Dovidovits*

**Ch 773 Advanced Physical Chemistry - Structure (F; 3)**

The principles of quantum mechanics will be covered with applications to atomic and molecular structure and to chemical bonding. The theory will be applied to the interpretation of chemical kinetics. Not Offered 1978-79

**Ch 799-800 Reading and Research\* (F, S; 2 or 3, 2 or 3)**

A course required of Ph.D. matriculates for each semester on research. *The Department*

**Ch 801 Thesis Seminar\* (F, S; 3, 3)**

A research problem, requiring a thorough literature search and an original investigation under the guidance of a faculty member, for M.S. candidates. *The Department*

**Ch 802 Thesis Direction\* (F, S; 0, 0)**

A non credit course for those who have received six credits for Thesis Seminar but who have not finished their thesis. This course must be registered for and the continuation fee paid each semester until the thesis is completed. *The Department*

**Ch 821 Inorganic Chemistry Seminar I (F; 3)**

A series of discussions of topics of current interest in inorganic chemistry with participation by students and faculty members. Students will submit papers and give oral presentations of topics based on recent literature in inorganic chemistry. Discussions of research in progress in the Department will be included. Occasionally visiting lecturers will also participate. *Kenneth M. Nicholas*

**Ch 822 Inorganic Chemistry Seminar II (S; 3)**

A continuation of Ch 821 with topics in nuclear and radiochemistry included. *Michael J. Clorke*

**Ch 831 Organic Chemistry Seminar I (F; 3)**

A series of discussions of topics of current interest in organic chemistry with participation by students and faculty members. Students will submit papers and give oral presentations of topics based on recent literature in organic chemistry. Discussions of research in progress in the Department will be included. Occasionally visiting lecturers will also participate. More than one section of this seminar may be organized, each around a different area. *T. Ross Kelly*

**Ch 832 Organic Chemistry Seminar II (S; 3)**

A continuation of Ch 831. *T. Ross Kelly*

**Ch 871 Physical Chemistry Seminar I (F; 3)**

A series of discussions of topics of current interest in physical chemistry with participation by students and faculty members. Students will submit papers and give oral presentations of topics based on recent literature in physical chemistry. Discussions of research in progress in the Department will be included. *Poul Dovidovits*

**Ch 872 Physical Chemistry Seminar II (S; 3)**

A continuation of Ch 871. More than one section of this seminar may be organized each around a different area. *Poul Dovidovits*

**Ch 999 Doctoral Continuation**

All students who have been admitted to candidacy for the Ph.D. degree are required to register and pay the fee for doctoral continuation during each semester of their candidacy. This registration entitles them to the use of the university facilities (library, etc.) and to the privilege of auditing informally (without record in the graduate office) courses which they and their advisors deem helpful. Tuition must be paid for courses formally audited or taken for credit.

**Classical Studies (Cl)****Cl 010-011 Elementary Latin (F, S; 3, 3)**

An intensive introductory course. No prerequisites. Open to all. May be taken to satisfy core requirements in "Foreign Language or Culture" cluster. Expository lectures, frequent quizzes, two examinations. *Eugene W. Busholo*

**Cl 020-021 Elementary Greek (F, S; 3, 3)**

An intensive introduction to Classical Greek; no previous Greek required. *David Gill, S.J.*

**Cl 052-053 Intermediate Greek (F, S; 3, 3)**

A reading of masterpieces by such authors as Demosthenes, Plato, Euripides, Aristophanes, and/or lyric and bucolic poets. *Carl J. Thoyer, S.J.*

**Cl 056-057 Intermediate Latin (F, S; 3, 3)**

Reading of selections from Ovid, *Ars Amatorio*, in the fall, and of passages from major prose stylists in the spring. *Lowell Edmunds*

**Cl 110 Medical Greek and Latin (F; 3)**

A study of the formation, meaning, and use of scientific terminology intended primarily for biology, pre-medical and pre-dental students. The subject matter will be those prefixes, suffixes, and verbal and substantive stems of Greek and Latin words which have been appropriated in the creation of English scientific vocabulary. No prerequisite. The only requirements are a textbook (to be announced), an active memory, and noteworthy attendance. Though the course material will involve some simple linguistic principles of word formation, the prime concern will be to teach the rudiments of scientific terminology so that the student will be able to perceive at a glance the components of chiefly biological and medical words. Procedure for the course will be lectures, quizzes, and final examination. *Eugene W. Busholo*

**Cl 202-203 Greek Drama in Translation (F, S; 3, 3)**

A reading of Greek dramatic literature in English translation with study of relevant literary, mythological, historical, and philosophic questions. *Carl J. Thoyer, S.J.*

**Cl 206 The Oedipus Legend (F; 3)**

A study of the Oedipus legend from antiquity to the present century. Examination of main variants of the legend in antiquity. Reading of major Oedipus dramas ancient and modern (Sophocles, Euripides, Dryden, Voltaire, Hofmannsthal, Gide, Cocteau) and a collection of folktales that have the same story-pattern as the Oedipus legend. Survey of the major schools of interpretation (anthropological, comparative, psychoanalytic, myth-ritual, structuralist). Study of incest and parricide as institutions in sacral kingship. *Lowell Edmunds*

**Cl 210 The Greeks (F; 3)**

A broad survey designed to introduce both the generally curious and the prospective major to the history, archaeology, literature, art, and political life of the Ancient Greeks. The course may be used to fulfill the core requirement in the "Foreign Language or Culture" cluster. In the first part of the course lectures and slide presentations will focus on the Bronze Age: the world of the Homeric Heroes and The Trojan War; of King Minos, the Minotaur, and the labyrinth; of Agamemnon and Mycenae, Achilles, Odysseus, and Nestor. The second focus of attention will be fifth-century Athens; the Persian and Peloponnesian Wars, the Athenian Democracy, the drama, architecture, and art of the high Classical Period. Reading in the first part will be Homer's *Iliad*, in the second selected plays and historical documents. Midterm and final exams. Paper optional. *Dovid Gill, S.J.*

**Cl 211 The Romans (S; 3)**

A broad survey of the rise of Rome to world domination, the Empire at its peak, and the gradual decline and break-up of Roman power. The course is designed as a general introduction to the history, politics, and culture of this 1000-year period of our history. It may be used to fulfill the core requirement in the "Foreign Language or Culture" cluster. Principal concentration in lectures and readings will be on the politics and personalities of the last century of the Republic and the first century of the Empire (133 B.C. - A.D. 64): The Gracchi, the rivalries of Caesar and Pompey, of Antony and Augustus, the reigns of Tiberius, Claudius and Nero. More general questions will include: the workings of the Roman government, Roman Imperialism, causes of the decline, literature in service of the state, Roman survivals in later history. Midterm and final exams. Paper optional. *Dovid Gill, S.J.*

**Cl 315 (P1 301) Homer and Greek Psychology (F; 3)**

This course will involve a careful reading of both the *Iliad* and the



## 118 / Description of Courses

### ECONOMICS

Odyssey, and its intent will be to examine Greek psychology through the concept of heroism. Two further questions will be studied: what aspects of Greek psychology have been retained by modern Western psychology, and what problems does Homer present which make the development of Greek philosophy necessary? (A special section will be available for those who wish to read the text in Greek.)  
Lynne Bollew

#### CI 316 (PI 343) Plato and His Time (S; 3)

This course will focus on the pervasive force of individualism throughout all aspects of Greek culture, from the Periclean age through the conquest of Greece by Alexander. Basic course materials will include the dialogues of Plato, the writings of Aristotle, the histories of Thucydides, the plays of Aristophanes and Euripides, and material on the plastic arts.  
Lynne Bollew

#### CI 322-323 (Th 425-426) The Eastern Fathers (F, S; 3, 3)

Prerequisite: Greek

Lectures on the development of ancient Christian literature in the Greek language. Reading of Greek text of Athenagoras, Legotio and De resurrectione (fall term). Athanasius, Contro Gentes and De incarnatione (spring term).  
Morgoret Schotkin

#### CI 328 Sallust (F; 3)

Reading of *Bellum Catilinae*; comparison of Sallust's with Cicero's appraisal of the Catilinarian conspiracy; study of Sallust's political thought.  
Lowell Edmunds

#### CI 330 Readings in Latin Prose (S; 3)

A reading of a major Roman prose author.

To Be Announced

#### CI 348 Catullus and Virgil (F; 3)

Selections in Latin from the Poems of Catullus and from the Aeneid of Virgil. No previous knowledge of Latin poetry is required, though a knowledge of Latin at the intermediate level is presupposed. Text: K. Quinn's *Catullus* and R. Williams' *Aeneid* (both published by Macmillan).  
John W. Howard, S.J.

#### CI 352 Lucretius (S; 3)

Readings in each of the six books of *De Rerum Noturo*; study of Lucretius as poet and as Epicurean philosopher.  
Lowell Edmunds

#### CI 361-362 Homer (F, S; 3, 3)

Prerequisite: Intermediate Greek.

A reading in Greek of the *Iliad* and the *Odyssey*.

Corl J. Thoyer, S.J.

#### CI 375 New Testament (S; 3)

Prerequisite: One year of either Classical or Biblical Greek.

Reading, in Greek, of the Gospels and Epistles of the New Testament. Text: *The Greek New Testament* (K. Aland, ed.), Stuttgart. This course may also be taken for Theology credit.

John W. Howard, S.J.

#### CI 382 Herodotus (S; 3)

Readings of parts of the *History*; study of major themes: man and the gods, *nomos* and *physis*, Greeks and barbarians, freedom and tyranny; comparison of Herodotus with Thucydides.  
Lowell Edmunds

#### CI 412-413 Readings in Greek Prose (F, S; 3, 3)

Essentially a tutorial in which authors, amounts, and approaches for reading will be adapted to the tastes and talents (respectively) of the students.  
Dovid Gill, S.J.

#### CI 761 (PI 705) Plato's Republic (S; 3)

A graduate seminar in Plato's dialogue, the *Republic*, this course will involve a detailed study of the primary text and supplemental readings from the secondary literature. Some knowledge of Greek (and French and German) is desirable but not absolutely essential.

Lynne Bollew

## Economics (Ec)

Normally, students must take both Ec 131 and Ec 132 before taking any other Economics courses. Exceptions are Ec 221, Ec 343, and Ec 344, for which there are no prerequisites. Ec 131 and Ec 132 are offered in both semesters and may be taken in either order.

#### Ec 131 Principles of Economics I-Micro (F, S; 3)

Analysis of prices, output, and income distribution through the interaction of households and business firms in a free-enterprise economy. Government intervention and alternative systems are examined, and basic analytical tools are applied to such current economic problems as pollution and congestion, the energy crisis, poverty and welfare, and race and sex discrimination.

The Department

#### Ec 132 Principles of Economics II-Macro (F, S; 3)

Analysis of national income and employment, fluctuations in income, monetary and fiscal policy, inflation, growth, and international aspects of macroeconomic policy. Particular attention will be paid to problems of inflation and unemployment in the U.S. economy.

The Department

#### Ec 151 Statistics (F, S; 3)

Probability, random variables, sampling distributions, estimation of parameters, tests of hypotheses, regression and forecasting. Designed primarily to meet the School of Management Core requirement in statistics. Economics majors should take Ec 221 or Ec 327 as an alternative to Ec 151.

The Department

#### Ec 201 Microeconomic Theory (F, S; 3)

This course develops a theoretical framework with which to analyze the two basic economic units, the consumer and the producer. This analysis is then employed to investigate the determination of price and output in various market situations, implications for welfare and the construct of general economic equilibrium.

The Department

#### Ec 202 Macroeconomic Theory (F, S; 3)

This course is intended to equip the student for the analysis of the determination of employment and of national income and its components. Emphasis will be placed on the Keynesian theory of employment, interest, and money and on post-Keynesian cycle and growth models.

The Department

#### Ec 203 Microeconomic Theory Honors Level (F; 3)

A more intensive analytical treatment of the same material presented in Ec 201. Some mathematical tools will be developed as needed. Open to anyone who has done well in Principles of Economics and highly recommended for students interested in doing graduate work in economics.

Dovid A. Belsley

#### Ec 204 Macroeconomic Theory Honors Level (S; 3)

A more intensive analytical treatment of the same material presented in Ec 202. Some mathematical tools will be developed as needed. Open to anyone who has done well in Principles of Economics and highly recommended for students interested in doing graduate work in economics.

Donold Richter

#### Ec 221 Economic Statistics (F, S; 3)

Probability, random variables, sampling distributions, estimation of parameters, tests of hypotheses, regression as applied to economic models. An introductory statistics course designed primarily for economics majors. Students with good mathematics backgrounds should consider Ec 327 as an alternative.

The Department

#### Ec 222 Regression Analysis (S; 3)

Prerequisite: Ec 221 or its equivalent

Regression analysis applied to estimation of economic models. Simple and multiple regression, analysis of variance and covariance, econometric problems such as multicollinearity, heteroskedasticity, and autocorrelation. Introduction to simultaneous equation estimation and the identification problem.

The Department

#### Ec 298 Senior Honors Thesis (F; 3)

The student works under the direction of an individual professor.

The Department

#### Ec 299 Independent Study (F, S; 3)

The student works under the direction of an individual professor.

The Department

#### Ec 327 Econometrics I: Probability and Statistics (F; 3)

Prerequisite: Calculus

This course presents the statistical background required as an intro-



duction to the study of econometrics: probability, sampling distributions, statistical problems of point and interval estimation and hypothesis testing. Joseph Quinn

**Ec 328 Econometrics II (S; 3)**

Prerequisites: Calculus, and Ec 327 or its equivalent

This course focuses on parameter estimation and hypothesis testing in linear economic relationships. Topics covered include simple and multiple regression, multicollinearity, heteroskedasticity, serial correlation, specification errors, errors in variables, and an introduction to simultaneous equation estimation. Joseph Quinn

**Ec 332 American Economic History (F; 3)**

Study of the causes and social and institutional consequences of American economic growth from colonial times to the 20th century. Economic models will suggest primary causes; alternative viewpoints will also be considered. James E. Anderson

**Ec 333 History of Economic Thought (F, S; 3)**

A survey of the main trends of Western economic thought from ancient times to Keynes. The economists' ideas will be related to the socioeconomic and intellectual background of their times.

Robert J. Cheney, S.J.

**Ec 334 Libertarian Economics (F; 3)**

A critical but constructive look at classical liberalism and laissez-faire. Authors covered include Bastiat, de Molinari, Acton, Angell, von Mises, Hayek, Rand, Rothbard, Armentano, Nozick, and other critics of authoritarian economic policy. Topics will include central planning and the rule of law, the rationality of socialist economic planning and intervention, the effects of anti-trust, the nature of distributive justice, the pedigree of dialectical materialism, and the provision of education, national defense, and personal security under pure capitalism. Readings, discussion, and term paper.

J. Huston McCulloch

**Ec 337 Women in the American Economy (S; 3)**

Some of the complex issues involved in the participation of American women in the major areas of economic activity are analyzed, with particular attention given to an evaluation of the traditional division of labor between the sexes.

Mory Ootes

**Ec 338 Law and Economics (S; 3)**

A consideration of the sources, nature, and consequences of legislation regulating economic activity. The economic benefits and costs of laws dealing with major areas such as human rights, labor, trade, big business, and the environment will be discussed.

Mory Ootes

**Ec 340 Labor Economics (F; 3)**

Critical issues in labor economics will be examined against a background of study of the institutions of collective bargaining and the economics of wages and employment. Insights into the collective bargaining process and the determinants of wages and employment will be applied to certain current problems; such as unemployment and the disadvantaged worker, and the impact of collective bargaining on wages.

Francis M. McLoughlin

**Ec 341 The Consumer Revolution in the World Economy (F; 3)**

The Consumer Revolution: the objectives, methods, and effects of the Consumer Revolution. Selected areas and industries, e.g., automobiles, credit, health care, food, representing special problems.

Robert J. McEwen, S.J.

**Ec 342 Seminar on Government Consumer Protection Activities (S; 3)**

The role of national and local governments in consumer protection; U.S. and foreign government agencies and laws to prevent consumer fraud, to control restrictive business practices, to license occupations, to regulate consumer credit, to enforce health and safety standards, and to improve consumer welfare.

Robert J. McEwen, S.J.

**Ec 347 The Economics of Discrimination (S; 3)**

Using economic models, the course examines the causes and consequences of discrimination based on race, sex, and ethnic identity. The government's historical role in assisting and combating discrimination receives particular attention.

Ronold L. Trosper

**Ec 353 Industrial Organization - Competition and Antitrust (F; 3)**

Prerequisite: Ec 201 or Ec 203 or permission

An analysis of the relationship of market structure to the market conduct of business enterprises, and of each of these to market performance, will be made, with examples from specific industries. The market performance that results from different types of structure and of conduct will be examined in the light of the objectives of public policy.

H. Michael Monn

**Ec 354 Industrial Organization - Public Regulation (S; 3)**

Prerequisites: Ec 201 or Ec 203 or permission

Analysis of sources of market failure which encourage direct governmental intervention into market process. Specific areas examined include occupational licensing, natural monopolies, and markets susceptible to destructive competition. Implications for public policy assessed.

H. Michael Monn

**Ec 357 Political Economics I (F; 3)**

An investigation of the distribution of economic and political power in America will be undertaken. The course begins with an inquiry into conservative, liberal, and radical economic perspectives, continues with an empirical study of social class and economic power, investigates corporate wealth and ownership, and finally concludes with a discussion of the role of the state under modern capitalism.

Borrry Bluestone

**Ec 358 Topics in Modern Political Economics (S; 3)**

Prerequisite: Ec 357 or permission of the Instructor

An in-depth political economic investigation of up to five of the following topics in political economics: foreign policy and imperialism, poverty and labor markets, education, discrimination and racism, women's liberation and sexism, health care, the environment, militarism, taxation, and the urban crisis.

Borrry Bluestone

**Ec 361 Monetary Theory and Policy (F, S; 3)**

Prerequisite: Ec 202 or 204, or permission of instructor

An analysis of the nature of money and other financial instruments; banks and other financial intermediaries; and central banking in the United States economy. With this background, alternative views of money and economic activity are presented, and the theory and practice of economic stabilization policy are discussed. Relevant topics in international finance are also introduced.

Christopher F. Boum

**Ec 366 Public Finance (F, S; 3)**

Prerequisite: Ec 201 or Ec 203 or concurrent

An analysis of the micro-economic problems of the public sector in a market economy including: the proper scope of the public sector; decision rules for government expenditures; practical problems of cost-benefit analysis; criteria for a "good" tax system; special problems of state and local governments. The course stresses current U.S. problems.

Richard W. Tresch

**Ec 371 International Trade (S; 3)**

Prerequisite: Ec 201 or Ec 203 or permission

An analysis of the foundations of trade and the principle of comparative advantage, leading to a sophisticated study of protectionism. Current U.S. protectionist issues will be illuminated. Also, economic warfare, control of international factor movements, and interaction of trade and economic development.

James E. Anderson

**Ec 372 International Finance (F; 3)**

Monetary aspects of international trade and balance of payments models will be studied under alternative exchange rate regimes. Particular emphasis will be placed upon the effects and role of monetary and fiscal policies as they relate to balance of payments questions.

Rusdu Sorocoglu

**Ec 375 Economic Development (F, S; 3)**

This course considers the economic characteristics of the less developed countries, the theories offered as explanations of the sources of development and the principal issues facing policy makers in these countries.

Francis M. McLoughlin

Ronold L. Trosper

**Ec 378 Education and Economic Development (F; 3)**

Role of education in different historical contexts: early growth of industrial economies, modern United States, and, primarily, countries currently at an early stage of their development. Review of



## 120 / Description of Courses

### ECONOMICS

empirical evidence and theoretical models concerning the impact of education - its production, distribution and financing - on economic productivity, employment, income distribution, social mobility, and other social indicators. Application to the planning of national education systems in various developing countries. *Andre Doniere*

#### **Ec 380 Capital Theory and Finance (F; 3)**

Prerequisites: Ec 201 or Ec 203 and Ec 221 or Ec 327 or with permission

Valuation of assets, rates of return, measurement of earnings, finance and securities markets, risk and portfolio choice, and special problems in investment such as human capital, the public sector, and tax incentives to investment. *Horold Petersen*

#### **Ec 394 Economic Problems of the City (F, S; 3)**

This course deals with problems facing large U.S. cities - declining incomes and population, substandard housing, congested highways and public transit, rising public expenditures and deterioration of public services. The determinants of land-use - physical, economic and political - are identified and various public policies such as urban renewal, local finance, transportation subsidies, are evaluated. *John Hekman*

#### **Ec 397 Soviet Economic System (F; 3)**

Analysis of factors determining the rate of growth of the Soviet economy and of methods used by Soviet planners in mobilizing resources and in their allocation. Special attention is given to recent reforms of managerial incentives and to the operational efficiency of the Soviet economy. *Leon Smolinski*

#### **Ec 398 Comparative Economic Systems (S; 3)**

The main purpose of this course is to acquaint the student with the operational principles of noncapitalist economic systems such as democratic socialism, Soviet type economies, and Yugoslav market socialism. Special attention is given to the theory and practice of economic planning and to the ways in which various economic systems attempt to achieve rapid growth, efficient resource allocation, and social welfare. *Leon Smolinski*

#### **Ec 664 Labor Management Relations (S; 3)**

This course critically reviews and appraises the development and impact of collective bargaining in the United States. Attention is given to environmental forces, including public policy as well as to the negotiation and administration of labor agreements and related issues. *Donald J. White*

#### **Un 201 Urban Symposium (S; 3)**

Prerequisite: Junior level and the completion of core requirements in history and social science. Also, one urban course selected from one of the social sciences.

This interdisciplinary course is taught by a team of social scientists. A gaming format is used whereby students confront real urban problems in a controlled, simulated urban environment. Students take the roles of important decision-makers and attempt to bring about a resolution of a programmed conflict which is consistent with their role. A mix of lectures, independent research and game-playing is utilized. *John Hekmon*

## GRADUATE PROGRAM

### Section I - First Year Program

#### **Ec 701 Economic Theory - Micro-Economics (F; 3)**

Comprehensive treatments of theories of consumer behavior and production. *Morvin Krous*

#### **Ec 702 Economic Theory - Micro-Economics (S; 3)**

Prerequisite: Ec 701 or its equivalent

Market equilibrium, general equilibrium analysis, imperfect competition, welfare economics, linear economics and input-output analysis. *J. Huston McCulloch*

#### **Ec 703 Economic Theory - Macro-Economics (F; 3)**

The course is an examination of economic inference in macro-economic analysis. The assumptions that underlie any model of aggregative behavior are discussed. The importance of these underlying assumptions for the predictions of a model is illustrated by an exam-

ination of the underlying assumptions of classical, Keynesian, and monetarist models. Also, the implications of recent developments in the theories of the consumption function, investment function, asset markets and portfolio selection, and labor markets for the structural equations of aggregative models are discussed. Finally, the course examines the relationship between aggregative models and micro-economic analysis. Particular emphasis is given to recent attempts to interpret Keynesian analysis as a description of the disequilibrium process of microeconomic behavior. *John Ciccolo*

#### **Ec 704 Economic Theory - Macro-Economics (S; 3)**

Prerequisite: Ec 703 or its equivalent

Continuation of Ec 703.

*Rusdu Sorocoglu*

#### **Ec 711 Mathematics for Economists I (F; 3)**

1 - Differential and integral calculus - limits, partial derivatives, jacobians, differentials, maxima and minima of functions of several variables, Lagrange multipliers, implicit function theorem, integrals. 2 - Elementary economic applications. *Donold Richter*

#### **Ec 712 Mathematics for Economists II (S; 3)**

Prerequisite: Ec 711 or its equivalent

1 - Linear algebra: Theory of linear spaces and linear transformations. 2 - Economic applications of convex sets and separating hyperplanes. 3 - Linear programming and related optimization techniques. *Donold Richter*

## Section II - Advanced Courses

#### **Ec 801 Economic Theory - Advanced Microeconomics (S; 3)**

Advanced seminar in which mathematical methods are used to analyze current issues in price theory. Topics covered may vary with the interests of the students.

#### **Ec 816 Research Seminar in Macroeconomics (S; 3)**

The course will be organized around specific research projects in macroeconomics related to the specification, estimation and simulation of a structural macro model. It will include discussion of theoretical and empirical work relevant to the projects, but will not attempt to survey the field. The seminar is intended for three groups of students: (1) those interested in applying statistical and econometric methods to macroeconomic problems; (2) those searching for thesis topics in this area; (3) those who are writing theses and would appreciate constructive criticism and ideas. *John Ciccolo*

#### **Ec 827 Econometrics I (F; 3)**

Introduction to the basic tools and theory of econometrics. Relevant matrix algebra and multivariate distribution theory are developed and applied to the traditional linear regression model and its extensions. Autocorrelation, errors in variables and other single equation problems will be discussed in this context. *Dovid A. Belsley*

#### **Ec 828 Econometrics II (S; 3)**

Prerequisites: Ec 827

Continuation of material of Ec 827. A development of estimation in the general stochastic model and in systems of simultaneous linear equations. *David A. Belsley*

#### **Ec 832 American Economic History (S; 3)**

The main emphasis of the course is the industrial revolution and an analysis of American economic growth which followed. Topics include the distribution of the benefits of growth; the influence of railroads; the frontier as labor safety valve; issues in finance, foreign investment and the gold standard; the slavery controversy; the economic climacteric of Victorian Britain; and others. *John Hekman*

#### **Ec 841 The Consumer Revolution in the World Economy (F; 3)**

The Consumer Revolution: the objectives, methods, and effects of the Consumer Revolution. Selected areas and industries, e.g., automobiles, credit, health care, food representing special problems. *Robert J. McEwen, S.J.*

#### **Ec 842 Seminar on Government Consumer Protection**

Activities (S; 3)

The role of national and local governments in consumer protection; U.S. and foreign government agencies and laws to prevent consumer fraud, to control restrictive business practices, to license occupations, to regulate consumer credit, to enforce health and safety standards, and to improve consumer welfare. *Robert J. McEwen, S.J.*



**Ec 853 Industrial Organization I (F; 3)**

Presentation of the economic theory on the interrelationships among various elements of market structure. Empirical work examined concerns such factors as economies of scale, differentiation of product, capital requirements. *H. Michael Mann*

**Ec 854 Industrial Organization II (S; 3)**

Investigation of consequences of alternative market structures in dimensions of allocative, dynamic, and x-efficiency, economic progress, stability, and product quality. Public policy assessed in light of our knowledge about the causes of and consequences of concentration. *H. Michael Mann*

**Ec 861 Monetary Theory (F; 3)**

**Prerequisites:** Intermediate Macroeconomics and differential calculus

This course analyzes monetary instruments and policies in the contexts of neo-Keynesian and modern quantity theories of economic activity. Topics include the role of wealth in macro models; inflation theory; theoretical and empirical study of money and other financial instruments; the term structure of interest rates; portfolio theory; and money in a growing economy. *Christopher F. Baum*

**Ec 862 Stabilization Policy (S; 3)**

**Prerequisites:** Intermediate Macroeconomics and differential calculus

This course analyzes the theory and practice of stabilization policy in the modern United States economy. Topics include the evolution of fiscal policy actions; budget measures and their impact on aggregate demand; "crowding out" and the monetarist debate; wage-price policies; targets and indicators; and the specification of an optimal policy set via optimal control theoretic techniques. *Christopher F. Baum*

**Ec 865 Fiscal Policy (F; 3)**

The role of government in stabilization, growth, and the determination of the income distribution; topics covered and emphasis usually include: "optimal" economic policy in the context of targets and instruments; the theory and measurement of static and dynamic stabilizers; growth and the fiscal structure; U.S. economic policy in practice; problems of the income distribution; the national debt. *Richard W. Tresch*

**Ec 866 Fiscal Economics (S; 3)**

Problems of economic efficiency and allocation; topics covered and emphasis usually include: decision rules for public expenditures; evaluation of public investments in theory and practice; theory and measurement of tax incidence; the question of "optimal" taxation and "excess burden"; problems of fiscal federalism. *Richard W. Tresch*

**Ec 871 Theory of International Trade (F; 3)**

A careful development of international trade theory, with emphasis on the structure of general equilibrium, welfare and commercial policy propositions, and the foundations of comparative advantage. *James E. Anderson*

**Ec 872 Problems in International Economics (S; 3)**

Treatment of balance of payments adjustment models, the theory of macro policy-making in the open economy, and empirical work on the balance of payments and its elements. Also selected topics in trade theory. *James E. Anderson*

**Ec 875 Economic Development (F; 3)**

This course considers the economic characteristics of the less developed countries, the theories offered as explanations of the sources of development, and the principal issues facing policy makers in these countries. *Francis M. McLaughlin*

**Ec 880 Capital Theory and Finance (S; 3)**

Valuation of assets, rates of return, measurement of earnings, risk and portfolio choice, the capital asset pricing model, and special problems in investment such as human capital, the public sector and the impact of the tax structure on investment. *Harold Petersen*

**Ec 881 Capital and Interest (S; 3)**

Neo-Classical Neo-Austrian, and Neo-Marxist theories of capital and interest. The Cambridge-Cambridge debate. National Debt policy. Related topics. *J. Huston McCulloch*

**Ec 885 Theories of the Labor Market (F; 3)**

A comprehensive microeconomic approach to wage theory and the theory of labor markets, focusing on labor supply, marginal productivity theory, human capital theory, institutional labor market analysis, and stratification theories. Both economic theory and empirical evidence are investigated. *Joseph Quinn*

**Ec 886 Topics in Labor Economics and Income Distribution (S; 3)**

This course focuses on topics of current interest in labor economics. Examples include alternative theories of income distribution, race and sex discrimination, the IQ controversy, and the political economics of income maintenance. Both theoretical and empirical issues are investigated. *Ronald L. Trosper*

**Ec 893 Urban Economics I (F; 3)**

Models of resource allocation in cities: site rent as an influence on the location of households and firms; inter- and intra-urban variation in prices, wages and population density; cost-benefit analysis of urban programs; problems of urban public finance. *John Hekman*

**Ec 894 Urban Economics II (S; 3)**

**Prerequisite:** Ec 893

Topics to be covered include transportation, housing, the environment, and provision of public goods. *Marvin Kruus*

**Ec 897 Soviet Economic System (F; 3)**

Soviet economic growth under the five-year plans and its determinants. Planning principles, the role of the price system and incentives, investment policies. An appraisal of the Soviet system from the viewpoint of welfare and efficiency criteria. *Leon Smolinski*

**Ec 898 Comparative Economic Systems (S; 3)**

The theory and practice of central economic planning and decentralized decision-making in various economic systems such as market socialism, command economy, indicative planning. The choice of the optimal degree of centralization and problems of informational efficiency. Comparative analysis of dynamic and static efficiency of economic systems. The convergence hypothesis. *Leon Smolinski*

**Section III - Research****Ec 799 Reading and Research (F, S; 3, 3)**

By arrangement

The Department

**Ec 901 - 902 Research-In-Progress-Seminar (F; 3)**

Required of all admitted to candidacy for the doctor's degree and open to all other students.

**Ec 990 (As 990) Graduate Core Seminar (S; 3)**

See American Studies section for description.

**Ec 999 Doctoral Continuation**

All students who have been admitted to candidacy for the Ph.D. degree are required to register for doctoral continuation during each semester of their candidacy. This registration entitles them to use of university facilities (library, etc.) and to the privilege of auditing informally (without record in the graduate office) courses which they and their advisors deem helpful. Tuition must be paid for courses formally audited or taken for credit.

**Education (Ed)****Ed 031 Learning Environments and Problem Behaviors (S; 3)**

This course will explore different models of learning including the humanistic, behavioral and Piagetian approaches for the classroom setting. It will also focus on techniques for coping with deviant behaviors in these and other settings. *The Department*

**Ed 036 Conducting Educational Interactions I (F; 3)**

This competency-based course consists of three Modules and is a combined offering of the Divisions of Curriculum and Instruction and Special Education. It integrates regular and special education and presents an overview of the teaching profession and introduces students to responsibilities of the mainstreamed elementary classroom. A full day field lab (Ed 050) is required. *The Department*

**Ed 037 Conducting Educational Interactions II (S; 3)**

This competency-based course is a continuation of Ed 036 and consists of three modules and is a combined offering of the Divisions of



## 122 / Description of Courses

### EDUCATION

Curriculum and Instruction and Special Education. Among the topics presented are: interpersonal relations, problem solving techniques, attitudes towards the handicapped, laws relating to special needs children, task and content analysis urban education, medical considerations of classroom teachers and career planning. A full day field lab (Ed 050) is required.  
The Department

#### **Ed 038 Developmental Foundations of Education (F, S; 6)**

Course is a joint offering of the Divisions of Educational Psychology and Special Education and Rehabilitation. Learning theory, cognitive development, introduction to needs of exceptional children and consumer research for both typical and atypical children are among major topics examined. A one-half day per week field lab (Ed 051) is required.  
The Department

#### **Ed 040 Communications in Education (F, S; 3)**

Required of all elementary education majors, course is designed to provide students with practice in elements of interpersonal communications and to provide an overview of alternative careers within the broad area of Education.  
John Dacey

#### **Ed 041 Educational Psychology and the Adolescent (F, S; 3)**

An introduction to the psychology and problems of the adolescent years. Biological changes, cultural influences, the identity crisis, educational needs, and adult and peer relationships will be discussed. Consideration will be given to the impact that rapid cultural change has on youth. Adolescence in other cultures will be discussed in order to provide a better perspective on American youth.  
William K. Kilpatrick

#### **Ed 050 Field Practicum - one full day per week (F, S; 0)**

Taken with Ed 036 and Ed 037.  
Joan C. Jones

#### **Ed 051 Field Practicum - one-half day per week (F, S; 0)**

Taken with Ed 038.  
Joan C. Jones

#### **Ed 060 Educational Measurement (F, S; 3)**

This course stresses evaluative concerns in the classroom. Topics covered include informal evaluation, objective writing, item and test construction, test scoring, validity and reliability.

Peter Airosian  
John A. Jensen  
George Modous  
John J. Walsh

#### **Ed 082 Youth Culture and the College Experience (F; 3)**

This course will provide a setting for students to analyze theoretically and practically their culture, sub-cultures, and campus environment, interpersonal relationships and values. Students will have the opportunity to work on practical projects of their choice which will focus on these areas and to join in discussion groups and panels. Films and tapes will be used throughout the course. The services of special lecturers and consultants will also be available.

Mory Kinnane

#### **Ed 101 Elementary Language Arts (F, S; 3)**

The course examines the major components of the language arts curriculum with specific focus on effective instructional techniques for teaching communications skills to children in the elementary grades. Theory and practice are utilized by students working in an elementary school classroom one day per week.

Lillian Buckley  
John Savage  
Charles Smith

#### **Ed 104 Elementary Reading Methods (F, S; 3)**

This course examines major approaches to teaching reading, diagnostic-prescriptive techniques, and materials appropriate for the development of basic reading skills.

John Savage  
Bonnie Lass

#### **Ed 105 Elementary Social Studies Methods (F, S; 3)**

Theory and practice in modern social studies education, involving public school experience centers and college personnel in a carefully orchestrated program focusing on student instruction and guidance in the development of requisite professional competencies.

Katharine C. Cotter  
Charles Smith

#### **Ed 108 Elementary Mathematics Methods (F, S; 3)**

Curriculum materials and instructional techniques useful in teaching mathematics for elementary school children will be examined. Lecture and laboratory.  
Michael Schiro

#### **Ed 109 Elementary Science Methods (F, S; 3)**

This course provides for the analysis and evaluation of the major elementary science curriculum projects. An emphasis will be placed on familiarization with the projects through individual work with these and other science materials.  
George T. Lodd

#### **Ed 110 History of Western Education (F, S; 3)**

Beginning with classical Greek education, this course surveys the principal cultural and educational movements of Western education.

Edward Power  
George Woytanowitz

#### **Ed 111 Curriculum in Secondary Schools (F, S; 3)**

Teaching procedures and methods appropriate to the secondary school. Objectives, classroom management, learning experiences, and audiovisual techniques are treated. Alternative school methods and team teaching techniques are discussed. A course on general methodology.

Mary C. O'Toole  
Edward Smith

#### **Ed 114 Curriculum and Methods in Early Childhood Education (S;3)**

This course explores alternative models of teaching young children. Both the class discussions and the practicum involve the development and evaluation of programs and materials applicable to the learning environments of young children. Students are encouraged to construct their own philosophy of early childhood education.

The Department

#### **Ed 126 Secondary Speech Methods (F; 3)**

A study of the methods and practice appropriate to teaching speech and theater.  
Dorman Picklesimer

#### **Ed 145 Children's Literature (S; 3)**

An examination of the various genres in children's literature. Attention given to the effective use of literature in the classroom.

Lillian Buckley

#### **Ed 146 Diagnostic and Remedial Reading (S; 3)**

Causes of reading disability, and the means of diagnosing and correcting disabilities will be the topics of study for this course.

The Department

#### **Ed 147 Early Childhood Development (F; 3)**

This course focuses on development of the child from birth to seven years of age. The emphasis is on an in depth understanding of the young child and on the ability to apply this knowledge to a learning environment. To facilitate this integration of theory, students and faculty hold classes together at a cooperating nursery school near the college.

Beth Cossey

#### **Ed 148 Media and Curriculum (F, S; 3)**

This course is designed to demonstrate ways in which media do affect the teaching/learning process in the classroom. Students are able to develop a proficiency in the operation of basic audiovisual equipment: projectors, audio tape recorders, video tape recorders, and display boards. The course demonstrates the criteria used in the selection and utilization of instructional materials for specific learning situations. It enables students to design and produce instructional materials using the facilities of University Audiovisual Services.

Fred John Pula

#### **Ed 151 Problems in Urban Education (F, S; 3)**

The course aims to acquaint the student with the urban community, its people, and their problems. It includes at least four field trips to inner-city agencies, centers, organizations, and events, as well as attendance of on-campus classes.

Charles Smith

#### **Ed 156 Issues in Early Childhood Education (S; 3)**

This seminar explores current issues relating to the effects of early experience on later development. Some of the issues which are discussed are the effects of poverty, the impact of divorce on the young child, maternal and paternal deprivation, and the effect of day care on the child. Various types of educational models and



programs are evaluated including compensatory education programs such as infant and family intervention programs and headstart.

*Beth Casey*

**Ed 201 Classroom Management: Children With Special Needs (F, S; 3)**

This course focuses first on observation and precise description of learning behaviors, followed by a presentation of motivational and management approaches to children in the classroom. Students write anecdotal records and employ informal behavioral checklists. In addition, students will identify general characteristics of special needs children and prepare appropriate accommodation strategies with which a classroom teacher might support and foster successful learning experiences in children with special needs. Students will also propose and present a rationale for selected management techniques for specified children.

*James Cremins  
Alec Peck*

**Ed 203 Philosophy of Education (F, S; 3)**

A study of educational theory and its influence on educational practice, and an application of philosophical principle to basic educational policy.

*Pierre D. Lambert  
George Woytanawitz*

**Ed 204 Independent Living Skills (S; 3)**

This course will focus on the development of skills to enable people with special needs to live as independently as possible. Extensive consideration will also be given to various types of residential placements for people with special needs and issues involved in establishing these settings and developing programs in them. A six hour per week field placement is a part of this course.

*Marcia Beneville*

**Ed 205 Occupational Preparatory Skills (S; 3)**

The world of work for the handicapped individual is approached from the viewpoint of societal attitudes and basic skill preparation with an emphasis upon current legislation, service delivery systems, task analysis and other training procedures leading to job placement and follow-up. Content areas will focus on the moderately and severely disabled adolescent and adult within non public school settings. A six-hour field placement is a coordinated part of this course.

*Robert Stodden*

**Ed 206 Habilitation of Individuals with Special Needs (F; 3)**

This course deals with the theoretical, philosophical, and practical aspects of developing programs which, at all levels, focus appropriately on vocational awareness and preparation. In addition to the acquisition of theoretical knowledge, students meet the requirements of this course via a heavy concentration of hands-on experiences in settings with adults or adolescents.

*Marcia Beneville*

**Ed 208 Educational Strategies for Children with Special Needs (F, S; 3)**

This course focuses on the individualization of instruction for children with special needs. The role of the teacher, rather than that of materials, is stressed as the dominant factor. Students will develop a rationale and demonstrate skills in individualizing instruction for a variety of children with special needs.

*James Cremins  
John B. Junkala*

**Ed 209 Educational Assessment of Children with Special Needs (F, S; 3)**

This course deals with the development of formal and informal assessment techniques for the identification of specific learning abilities and disabilities in children. The development of observation skills is stressed, with a heavy emphasis on task analysis.

*James Cremins  
John B. Junkala*

**Ed 210 Introduction to Speech and Language Disorders (S; 3)**

This course presents an overview of speech and language disorders in children. Includes introduction to assessment techniques, remedial strategies and curriculum modifications for children with problems in receptive and expressive language.

*Jean Mooney*

**Ed 213 Research Seminar in Special Residential/Vocational Learning Environments (S; 3)**

Students will be made aware of current trends, issues, and legislation in the field, developing an in depth project, either research or field based, which will be planned, implemented, and completed during the course. Emphasis will be placed upon developing an area of interest of the student and contributing something original and useful to the field.

*Marcia Beneville  
Robert Stodden*

**Ed 250 Student Teaching - Elementary (F, S; 12)**

A fifteen week practicum for seniors majoring in Elementary Education. Placements are made in area schools or in selected sites overseas and out-of-state. Students are assigned to a full-day experience in an elementary classroom setting. Prerequisites for this experience are a 2.0 grade point average and successful completion of all required courses taken during the freshman, sophomore, and junior years. Application procedures are to be completed during the semester preceding the student teaching assignment.

*Joan C. Jones*

**Ed 251 Student Teaching - Secondary (F, S; 9)**

A fifteen week practicum for seniors majoring in Secondary Education. Placements are made in area schools and students are assigned to a full day experience in a junior or senior high school during the first semester of the senior year. Second semester placement may be possible with consent of the Director of Field Experiences. Prerequisites for this experience are a 2.0 grade point average and successful completion of all required courses taken during the freshman, sophomore and junior years. Application procedures are to be completed during the semester preceding the student teaching assignment.

*Joan C. Jones*

**Ed 252 Student Teaching - Elementary (F, S; 6)**

An eight week practicum for seniors in Elementary Education whose specialization is Special Education or Bilingual Education, to be taken with Ed 253 or Ed 254. Placements are made in area schools or selected sites overseas and out-of-state. Students are assigned to a full day experience in an elementary classroom setting. Prerequisites for this experience are a 2.0 grade point average and successful completion of all required courses taken during the freshman, sophomore and junior years. Application procedures are to be completed during the semester preceding the practicum.

*Joan C. Jones*

**Ed 253 Student Teaching - Special Education (F; 6)**

An eight week practicum for seniors majoring in Special Education, to be taken with Ed 252. Placements are made in area schools or in selected sites overseas or out-of-state. Students are assigned to a full day experience in a special education setting. Prerequisites for this experience are a 2.0 grade point average and successful completion of all required courses taken during the freshman, sophomore and junior years. Application procedures are to be completed during the semester preceding the practicum.

*Joan C. Jones*

**Ed 254 Student Teaching - Bilingual(F, S; 6)**

An eight week practicum for seniors in elementary education whose specialization is Bilingual Education, to be taken with Ed 252. Placements are made in area schools or in selected sites overseas and out-of-state. Students are assigned to a full day experience in a Bilingual setting. Prerequisites for this experience are a 2.0 grade point average and successful completion of all required courses taken during the freshman, sophomore, and junior years. Application procedures are to be completed during the semester preceding this practicum.

*Joan C. Jones*

**Ed 256 Student Teaching - Secondary (S; 9)**

A ten week practicum for A&S seniors minoring in Secondary Education. Placements are made in area schools and students are assigned to full day experience in a junior or senior high school during the second semester of the senior year. Prerequisites for the experience are a 2.0 grade point average and successful completion of all required education courses leading to student teaching. Application procedures are to be completed during the semester preceding the student teaching assignment.

*Joan C. Jones*

**Ed 258 Observation-Secondary Schools (F, S; 1)**

This field experience is required of all students majoring or minoring in Secondary Education. Students will be assigned to an area school to observe teaching methods, classroom management, motivation techniques and planning for instruction. Ed 258 is a prerequisite for student teaching and is to be scheduled during the semester



## 124 / Description of Courses

### EDUCATION

Ed 111 (Curriculum Development in the Secondary School) is taken. If this is not possible, it should be taken with Special Methods. Transportation to the school is the responsibility of the student.

Joan C. Jones

#### **Ed 259 Internship in Special Residential/Vocational Learning Environments (S; 12)**

This course will provide an in depth full time field experience in a residential/vocational learning environment. The implementation of skills and materials developed through the student's program will occur in an appropriate work setting. The student will be involved in the implementation of new model programs and the development of new methods and materials to meet the life and occupational needs of the moderately and severely handicapped individual.

Joon C. Jones

#### **Ed 275 Sex Education and Drug Abuse (F; 3)**

This course is designed to cover the physiology of human reproduction with emphasis on the development of sexuality leading to marriage, and influences of the family, the special topics of role responsibilities, venereal disease, sex hygiene, birth control and consideration of drug abuse.

Peter Ligor

#### **Ed 276 Adapted Physical Education for the Child with Special Needs (F, S; 3)**

Acquaints the student with the mental and physical aspects of children with special needs. Emphasis is placed on recognition and remediation of a child handicap and assisting in developing abilities to fullest potential. Practicum in elementary schools and hospital settings provide for enrichment and utilization of theories.

Thereso A. Powell

#### **Ed 277 Elementary Methods of Physical Education (F, S; 3)**

An integrated course designed to give students a working knowledge of purposes of physical education and its activities in the elementary school child. Practicum in elementary school setting provides for enrichment and utilization of theoretical ideas and concepts.

Thereso A. Powell

#### **Ed 278 Personal Skills in Individual and Team Sports (F, S; 3)**

Emphasis is placed on the development of personal skills in selected activities, along with methods and materials used for effective teaching in Physical Education.

Theresa A. Powell

#### **Ed 279 Applied Anatomy and Kinesiology (S; 3)**

Required of students in Physical Education. The course includes the theoretical and practical knowledge necessary for the understanding of human movement and the techniques of analyzing motor skills.

Peter Ligor

#### **Ed 290 Number Theory for Elementary Teachers (F; 3)**

Prerequisite: Mt 090-091

This course is intended to focus on a wealth of topics that relate specifically to the natural numbers. These will be treated as motivational problems to be used in an activity-oriented approach to mathematics in the elementary school. The course will also provide a foundation for the prospective teacher in working with induction, the division and Euclidean algorithms, prime factorization, prime number facts and conjectures, modular arithmetic and mathematical art.

Morgaret J. Kenny

#### **Ed 291 Geometry for Elementary Teachers (S; 3)**

Prerequisite: Mt 090-091

This course is intended to fill a basic need of all elementary teachers. Geometry now occupies a significant role in the elementary mathematics curriculum. The course will treat content but ideas for presenting geometry as an activity-based program will be stressed. Topics to be covered in depth include the square and triangular geoboards, motion geometry, and their relation to the standard Euclidean geometry.

Morgaret J. Kenny

#### **Ed 300 Secondary Science Methods (F; 3)**

A survey of the available secondary science curricula will be combined with an individually chosen in-depth study of one curriculum project. Students will present demonstration lessons to the class and examine ways to facilitate the inquiry approach in science teaching. (Open to undergraduate majors in the School of Education and Plan B MAT/MST candidates.)

By arrangement

George T. Lodd

#### **Ed 301 Secondary History Methods (F; 3)**

This course will demonstrate methods for organizing a unit, utilizing original sources, employing drama and sociodrama, developing critical thinking, facilitating inquiry learning, integrating the social studies, and evaluation. Students will be required to develop and present sample lessons and units. (Open to undergraduate majors in the School of Education and Plan B MAT/MST candidates.)

T., 4:30-7:00

The Department

#### **Ed 302 Secondary English Methods (F; 3)**

This course carries the Secondary School English Major from an introductory phase that shows the place of the English Department in the Secondary School Plan to a closing phase in which he or she has a comprehensive look at research in progress in the teaching of English. In between these two phases, he or she discovers what will make an effective, successful teacher of English. He or she receives much practice in Semester, Unit and Daily planning for the teaching of lessons in Listening/Speaking, Writing, Literature, Language Study (Traditional and Modern) and Mass Media Study. (Open to undergraduate majors in the School of Education and Plan B MAT/MST candidates.)

M., W., F., 2:00

Mary C. O'Toole

#### **Ed 303 Secondary Language Methods (S; 3)**

Analysis in approaches and methods in modern language teaching. Presentation of specific techniques, including the use of the language laboratory. Emphasis is placed on specifying behavioral objectives and evaluation procedures. (Open to undergraduate majors in the School of Education and Plan B MAT/MST candidates.)

M., W., 3:00

Rebecca Volette

#### **Ed 304 Secondary Math Methods (F; 3)**

This course is designed to prepare the student for teaching experience in the secondary school. It includes topics such as classroom procedure, preparing lesson plans, structuring tests, grading tests, and evaluation of student performance. The responsibility of the student teacher to the cooperating teacher is covered in detail as time permits, mathematical topics are developed which will provide background information. This will allow a more meaningful presentation of various units in mathematics. (Open to undergraduate majors in the School of Education and Plan B MAT/MST candidates.)

T., 6:00-8:30

Francis Collins

#### **Ed 307 Quantitative Skill Development — Preschool and Kindergarten (S; 3)**

Activities that help preschool and kindergarten children develop quantitative skills in the areas of mathematics and science are explored. Activities are drawn from such areas as art, movement, music, block building, and nature study.

M., 4:30-6:15

Michael Schiro

#### **Ed 311 Educational Psychology (F; 3)**

A study of development tendencies with emphasis upon the nature of intelligence and factors affecting the learning process.

M., 4:30-6:15

Beth Cosey

#### **Ed 315 Educational Psychology and the Adolescent (S; 3)**

An introduction to the psychology and problems of the adolescent years. Biological changes, cultural influences, the identity crisis, educational needs, and adult and peer relationships will be discussed. Consideration will be given to the impact that rapid cultural change has on youth. Adolescence in other cultures will be discussed in order to provide a better perspective on American youth.

M., 4:30-6:15

William K. Kilpatrick

#### **Ed 318 Reading/Language Arts Preschool through Grade Two (S; 3)**

Approaches, planning and evaluating reading/language arts instruction and materials for early childhood education.

Th., 4:30-6:15

Bonnie Lass

#### **Ed 321 Language and the Language Arts (S; 3)**

A course that examines the nature and structure of language and how it applies to the teaching of language arts in the elementary and middle schools.

M., 4:30-6:15

John Savage



**Ed 323 Reading Instruction in the Secondary School (S; 3)**

A course that includes principles and practices of developmental and remedial reading instruction at the junior and senior high school levels. There will be particular emphasis on teaching reading in content areas.

W., 4:30-6:15

John Sovoge

**Ed 325 Science in the Elementary School (S; 3)**

An opportunity to become actively involved with the wide number of elementary science curriculum activities and materials designed for children from 2 to 12 years of age. Open to early childhood, special education and other individuals interested in science education at the elementary level.

M., 7:00-9:00

George T. Lodd

**Ed 326 Science in the Secondary School (F; 3)**

Current issues, trends and innovations in science education at the secondary (7-12) level will be investigated and discussed. This course is required of all M.S.T., C.A.E.S., and Doctoral students with a science education emphasis in their programs.

Offered 1979-80

**Ed 327 Teaching the Gifted (S; 3)**

Study of the educational needs of intellectually gifted and creative children and youth; focus is on instructional/learning strategies, materials and other resources in specific curriculum areas and various learning environments; includes field experiences.

Th., 4:30-6:15

**Ed 328 Psychology of the Gifted (F; 3)**

Psycho-social characteristics of the gifted, including underachiever, culturally different, disadvantaged; related to education and guidance.

Th., 4:30-6:15

Kothorine C. Cotter

**Ed 334 Special Projects in Religious Education (F, S; 3)**

Independent study in religious education contexts, involving implementation of academic content in the field, under the direction of a faculty advisor.

By arrangement

334.01

Mory C. Boys, S.N.J.M.

334.02

Rev. Thomas Groome

334.03

Podroic O'Hore

**Ed 350 Legal Rights of Teachers and Students (S; 3)**

A course designed to acquaint beginning teachers with their legal rights and the rights of their students. It is particularly appropriate for seniors who have just experienced a semester of student teaching.

M., 4:30-6:15

Ronold Seolèy

**Ed 351 Problems and Issues in the Administration of Public Schools (S; 3)**

A course designed for seniors who are interested in professional positions in school systems. Discussions will focus on problems related to seeking employment in today's marketplace; organizational models for learning; the development of educational policy; educational leadership; and the changing roles of school personnel.

T., Th., 3:00-4:15

Vincent Nuccio

**Ed 363 Introduction to Statistics (F; 3)**

Prerequisite: satisfactory performance on an elementary mathematics examination.

An introduction to elementary statistics in education and behavioral research. Topics include methods of data summarization and presentation, measures of central tendency and variability, correlation and linear regression, the normal distribution and probability, and an introduction to interval estimation, hypothesis testing and the t-test.

W., 4:30-6:15

John J. Wolsh

**Ed 364 Intermediate Statistics (S; 3)**

Prerequisite: Ed 363 or equivalent, and satisfactory pretest performance.

Topics include correlation, simple and multiple regression, partial and semi-partial correlation, z- and t-tests of proportions and means, chi-square analysis, statistical power, the F-test and analysis of variance and covariance.

W., 4:30-6:15

John J. Wolsh

**Ed 366 Introduction to Computer Programming (F; 3)**

An intensive course emphasizing the planning, writing, and executing of computer programs using the FORTRAN language. Other topics include the BASIC language, IBM Job Control Language, and operating systems. Meets twice-weekly for the first seven weeks of the semester.

T., Th., 10:30-12:30

John A. Jensen

**Ed 367 Computer Analysis of Research Data (S; 3)**

Intended for students who need to make use of computers for analysis of statistical data, but who do not need to learn a programming language. Topics include: data acquisition and file construction using punched cards, optical scanning, and sequential and direct-access storage media; Job Control Language for IBM System 360/370 computers; and experience in the use of existing programs and packages such as SPSS and Datatext.

T., 4:30-6:15

John A. Jensen

**Ed 373 Explorations in Humanistic Education (F; 3)**

A comprehensive practical analysis of humanistic education in terms of its goals, conditions, implementation and defense in a new era of accountability; affective and confluent education, values clarification, student self-actualization, open education and other aspects of humanistic education will be studied. Facets of the course will include guest speakers, media and field observation.

T., 4:30-6:15

Kothorine C. Cotter

**Ed 375 Remedial Language Instruction (F; 3)**

Designed primarily for students in the Special Educator program. This course examines basic curriculum and instructional issues in language arts, specifically as these issues apply to children with special learning needs.

M., 7:00-9:00

John Sovoge

**Ed 376 Activities for Arithmetic Skill Development (S; 3)**

A workshop course in which participants will make academic games and examine curricular materials designed to help elementary school children learn the basic arithmetic operations. Each course participant can expect to make at least fifty games to use with children. The games will be made from such items as wood discs, wood cubes, tongue depressors, printers cards, checker boards, egg cartons, and bathroom tiles. There will be a lab fee based upon the quantities of materials used.

T., 4:30-6:15

To Be Announced

**Ed 377 Metric Skill: Games and Activities (S; 3)**

A workshop course in which participants will make academic activities and games and examine curricular materials designed to help elementary school children learn the basic skills of measurement using the metric system. Each course participant can expect to make at least fifty activities and games to use with children. The activities and games will be made from such items as wood discs, wood cubes, tongue depressors, printers cards, checker boards, egg cartons, and bathroom tiles.

T., 4:30-6:15

Michael Schiro

**Ed 378 The Special Needs Child: Arithmetic Skills and Metric Measurement (F, S; 3)**

Arithmetic, intellectual, perceptual, physical and emotional problems that can hinder children's abilities to acquire basic skills in arithmetic and metric measurement will be examined. Methods of identifying, diagnosing, analyzing, and remediating such problems will be studied.

Fall, T., 6:30-8:15

Michael Schiro

Spring, W., 4:30-6:15

Michael Schiro

**Ed 380 Visual Handicaps and Education (F; 2)**

A study of the anatomy and function of the eye with emphasis on common life diseases and their effect on vision. Included is the use of residual vision, optical aids and educational-rehabilitative implications of various types of eye conditions.

W., 4:30-6:15

To Be Announced

**Ed 382 Communications (Manual) (Intercession; 1) - (S; 1)**

A course designed to introduce students to various modes of communication utilized by the handicapped, i.e., Braille, manual alphabet, natural gestures, signing. This course is not designed to prepare students to teach these skills but rather to provide them with an



## 126 / Description of Courses

### EDUCATION

understanding of and consumer skills in these communication systems.

By arrangement

To Be Announced

#### **Ed 383 Interpersonal Relationships I (F; 2)**

Focuses on the student teacher and his or her ability to live and work with other people. This course will help the student to look at herself or himself and choose those social techniques which will increase effectiveness as a person who can manage successfully, participate in and organize programs which involve living and working with other people.

By arrangement

Francis Kelly

#### **Ed 384 Multihandicapped Education Seminar (F; 3)**

An overview of educational programs for the multihandicapped with special attention to the problems of the sensorily handicapped child. Emphasis is placed on observation and recording of behavioral data and translation into an educational plan.

W., 1:00-2:45

Bonnie Bullord

#### **Ed 385 Interpersonal Relations II (S; 2)**

Prerequisite: Ed 383

Continuation of first semester half of the course.

By arrangement

Francis Kelly

#### **Ed 386 Communication (Manual) II (S; 2)**

A course in the techniques of manual communication with an exploration of the use of body language and natural postures, fingerspelling and American sign language. Theoretical foundations of total communication will be investigated (includes Braille for students in the Peripatology Program).

Limited to students in the Deaf/Blind, Multihandicapped Program and the Peripatology Program. Meets twice a week.

T., 4:30-6:15

Terrell Clark

Th., 7:00-8:30

Terrell Clark

#### **Ed 389 Problems in the Education of the Visually Handicapped (S; 3)**

Specialized strategies for teaching blind and partially seeing students with additional handicaps.

W., 4:30-6:15

Bonnie Bullord

#### **Ed 392 Education and Psychology of Exceptional Children (S; 3)**

Characteristics and special education needs of handicapped and gifted children will be considered. Recent trends relative to assessment of administrative arrangements for and teaching strategies appropriate to exceptional children will be discussed. Consideration will also be given to new legislation and regulations pertaining to the education of exceptional children.

T., 4:30-6:15

John Eichorn

#### **Ed 393 Student Teaching: Visually Handicapped (F, S, Sum; 2)**

Students in the program for Educator of the Visually Handicapped will have eight weeks student teaching (10-12 hours per week) in a school or program for the visually handicapped. Last eight weeks of semester. With consent of instructor.

By arrangement

Fall, M., 4:30-6:00

Spring, Th., 4:30-6:00

William T. Heisler

#### **Ed 398 Working with Parents (F; 3)**

Parents of handicapped children may be their most important educational resource. Using the experiences of class members, this course will demonstrate and discuss ways of helping parents cope with feelings about their children and ways educators can work with parents on behalf of their children's educational and social development.

Th., 5:30-7:15

To Be Announced

#### **Ed 402 Modern Educational Thought (F; 3)**

A survey of recent current philosophies of education through the writings of representatives of the major positions.

Th., 4:30-6:15

Pierre D. Lambert

#### **Ed 403 Philosophy of Education (S; 3)**

A consideration of basic issues affecting the definition of aims and agencies with a view to the clarification of priorities in American elementary, secondary and higher education.

Th., 4:30-6:15

Pierre D. Lombert

#### **Ed 404 Evolution of Educational Doctrine (F; 3)**

An historical and philosophical inquiry into the development of educational theory.

W., 4:30-6:15

Edword J. Power

#### **Ed 412 Abnormal Psychology (S; 3)**

Type of functional personality disorders with emphasis on diagnostic and dynamic aspects. Designed to give counselors and other school personnel basic information for recognition and understanding of mental disturbance. (Designed for those with little or no background in psychology.)

F., 4:30-6:15

Gordon Ulrey

#### **Ed 413 Early Childhood Curriculum (S; 3)**

This course focuses both on models of early childhood education and on the implementation of those models through the design of programs and materials. Students are involved in the development and evaluation of learning environments for the young child and are encouraged to explore their own model of early childhood education.

Offered 1979-80

The Department

#### **Ed 414 Modern Psychology and Education (S; 3)**

An analysis of classical and modern theories of learning and their practical classroom implications.

Th., 4:30-6:15

John F. Trovers

#### **Ed 416 Child Psychology (F; 3)**

Child development is presented as a continuous, complex process involving the interaction of a biological organism with its physical, psychological and social environment. Normal development from conception to adolescence, is discussed within the framework of contemporary theories of child growth.

W., 4:30-6:15

John F. Trovers

#### **Ed 419 Student Teaching-Early Childhood (F, S; 6)**

This practicum consists of a full semester of supervised teaching. Half of the practicum is at the preschool level and the other half at the primary grade level. Throughout the semester, individual conferences are held with the early childhood supervisor to discuss the teaching experience.

By arrangement

Joon C. Jones

#### **Ed 420 Student Teaching, Elementary School (F, S; 3-6)**

A ten-week practicum in an area elementary school. This course is for candidates in the final phase of the Elementary Education Plan A program. Applications for the experience must be completed at mid-term of the semester preceding the practicum and must be approved by the applicant's Program Director. Prerequisite for this experience is a semester field assignment (1 day per week) taken with Ed 596 or Ed 528.

By arrangement Ed 420.01 — 6 cr.

Joon C. Jones

By arrangement Ed 420.02 — 3 cr.

Joon C. Jones

#### **Ed 421 Introduction to Developmental Reading (F; 3)**

Designed for students without a previous course in reading and/or secondary teachers seeking knowledge of elementary reading programs. Course examines practices utilized in teaching reading to elementary children as well as techniques and materials employed by the classroom teacher.

M., 4:30-6:15

Lillian Buckley

#### **Ed 422 Internship in Teaching (F, S, Summer; 3)**

A cooperative field experience under the supervision of the employing school system and the Department of Education. Intern teachers, after completing student teaching in the summer, teach half time September through June. For this they receive one-half of the Massachusetts minimum salary. This is a three-semester (Summer, Fall and Spring) course and grades are given only at the end of the Spring semester.

By arrangement

Edword Smith

#### **Ed 424 Introduction to Educational Media (F; 3)**

Brief review of factors determining the need for technology in the classroom; a demonstration of the typical audiovisual equipment used in the classroom and analysis of how they can be integrated into the curriculum; practice in the operation of audiovisual equipment and production of materials, communication theory, study of



computer-assisted instruction, educational technology in a non graded school, commercial development of curriculum materials.

M., 4:30-6:15 Fred John Pula

**Ed 428 Student Teaching: Secondary School (F, S; 6)**

A ten-week practicum in an area secondary school for candidates in the final phase of their MAT-MST, plan B program. Application procedures must be completed at mid-term of the semester preceding the practicum and be approved by the applicants' Program Director.

By arrangement Joan C. Jones

**Ed 429 Graduate/Secondary/Elementary Pre-Practicum Experience (F, S; 0)**

A field practicum for graduate, secondary, and elementary majors. Students spend one day per week in elementary or secondary classrooms for observation/participation experiences. A pre-requisite for full-time student-teaching practicums.

By arrangement Joan C. Jones

**Ed 440 Principles and Techniques of Guidance (F; 3)**

The principles, philosophy, practices and tools employed in organized guidance programs. A basic professional course for future workers in the field of guidance and personnel, as well as a survey for teachers and administrators accompanied by brief laboratory experience in phases of guidance.

M., 4:30-6:15 To Be Announced

**Ed 441 Organization and Administration of Guidance and Personnel Services (S; 3)**

Starting, organizing, administering and evaluating guidance services at various educational levels. Emphasis on philosophical framework for action, and an understanding of human relations problems in administration. Degree students only.

F., 4:30-6:15 To Be Announced

**Ed 443 Counseling and Group Process in the Elementary School (S; 3)**

Individual counseling, group information-giving processes, and group dynamics applied to the role of elementary school guidance personnel. Particular emphasis on the theory, practice, and evaluation of group work and developmental program planning with children, as well as consultation and interviewing procedures with teachers and parents. Laboratory practice in developing these counseling skills. Counseling majors only.

T., 4:30-6:15 Diona P. Poolitto

**Ed 445 Clinical Child Guidance (S; 3)**

Application of psychological data and methods to clinical problems of childhood. Emphasis on school related problems such as emotional correlates to learning and behavior. Material on early identification and prevention of emotional problems in childhood will be reviewed. Evaluation of modern clinical procedures in diagnosis and counseling. Degree students only.

Th., 4:30-6:15 Irving Hurwitz

**Ed 446 Counseling Theory and Process (F, S; 3)**

Prerequisite: Ed 440 or its equivalent

The nature of the counseling process. Theories, schools, and techniques of counseling. Techniques of interviewing. Common and special counseling problems. Laboratory experience in interviewing. Boston College degree students (counseling majors).

Fall, T., 4:30-6:15 Kenneth Wegner  
Spring, T., 4:30-6:15 To Be Announced

**Ed 448 Career Development and Placement (F; 3)**

Introduction to the psychology and sociology of work and career choice, and career development theory and research from childhood through adulthood. Classification and evaluation of educational and occupational literature for career development purposes in counseling, teaching, placement, and program planning in school and non-school settings. Laboratory opportunities to apply vocational counseling and placement principles and to become acquainted with career resources in the Boston area. Degree candidates only.

W., 4:30-6:15 Diana P. Paolitto

**Ed 450 Introduction to Educational Administration (F, S; 3)**

This is the first course for students whose major is educational administration and supervision. The course acquaints students with

perspectives in educational administration and supervision over the past twenty-five years, current theories and practices in vogue today, and a view as to what can be expected for the future.

The course considers the roles of administrative personnel, the process of administration, leadership behavior, policy formation, and examines current issues related to administration and supervision.

M., 4:30-6:15 Vincent Nuccio

**Ed 451 Personnel Administration (F, S; 3)**

Problems of recruiting, selecting, developing, and evaluating personnel are treated within a theoretical framework of the school as a social system. The course emphasizes the nature and quality of interrelationships among administrators, teachers, and students. The course takes a system-wide view of personnel administration and builds upon effective supervisory practices at the classroom level.

Fall, T., 4:30-6:15 Donald T. Donley  
Spring, M., 4:30-6:15 Donald T. Donley

**Ed 452 Introduction to Educational Finance and School Business Management (F; 3)**

Will include (1) a study of the application of basic economic analysis to the problems and issues of school finance including federal-state-local relationships, and (2) an overview of the problems relating to business management of the educational enterprise.

W., 4:30-6:15 Vincent Nuccio

**Ed 453 The Elementary School Principalship (S; 3)**

This course deals with the varied aspects of elementary education as they relate to the duties and responsibilities of the elementary school principal. Recent developments in elementary school organization, curriculum, instructional techniques and supervision will be critically examined in reference to the role of the principal as the instructional leader. The concept of the elementary principal as an educational statesman will be developed.

W., 4:30-6:15 Martin P. Donahue

**Ed 454 The Junior-High and Middle-School Development (S; 3)**

This course develops an historical, current, and future perspective of the junior-high and middle-school development. It develops the rationale for both. As a basis for the school in the middle of the school system, students identify the needs of the pre and early adolescent, the needs of the teacher who works with these young persons, and the needs of the community.

The course presents a number of different organizational arrangements and evaluates their respective strengths and weaknesses.

Th., 4:30-6:15 William M. Griffin

**Ed 455 The Secondary School Principalship (F; 3)**

This course deals with current administrative concepts and practices essential to effective school organization and management. Students study the interaction of the four major sets of sub-systems: curriculum development, personnel development, instructional, and organizational. Attention is given to programming a master schedule, the use of differentiated staff, plant operations, student activities, school-community relations, and trends in enrollment. The middle-management role is examined both theoretically and operationally.

M., 4:30-6:15 William M. Griffin

**Ed 456 Legal Aspects of Educational Administration (F, S; 3, 3)**

A survey of current legal concepts concerning the rights, duties and liabilities of school personnel in relation to their employing educational agency, their colleagues, their pupils, parents, and the general public. The major focus is on the legal status of the classroom teacher and the school administrator. Use is made of case studies in educational law. This course is designed primarily for teachers, supervisors, and practicing or prospective administrators.

Fall, Th., 4:30-6:15 Ronald Sealey  
Spring, T., 4:30-6:15 Ronald Sealey

**Ed 457 Administration of Curriculum: Theory and Practice (S; 3)**

The course offers a variety of frameworks for the development and management of the total school curriculum. Emphasis is on the formulations of the Tyler Rationale for curriculum construction. The basic product of the course is a report describing in detail the development, by the student, of a program for a specified and agreed upon area using principles taught in the course.

W., 4:30-6:15 William M. Griffin



## 128 / Description of Courses

### EDUCATION

#### **Ed 458 Education and the Political Process (F; 3)**

A detailed consideration of thesis that present-day elementary and secondary education constitute a social institution of major proportion in today's society; hence educational administrators, if they are to achieve maximum effectiveness, must be cognizant of and responsive to our present-day political environment. Case studies will be used to illustrate the political implications of specific decisions relating to educational operations.

F., 4:30-6:15

Ronald Seoley

#### **Ed 459 Supervision I (F; 3)**

This course is designed for persons preparing for or currently in supervisory positions such as principals, supervisors, heads of departments, and team leaders. It deals primarily with instructional supervision at the classroom level. Variables related to an instructional act are identified and evaluation procedures developed. The course depicts modern trends in supervision and students get practice in new techniques such as microteaching which aim to improve the instructional outcomes.

459.01 W., 4:30-6:15

William M. Griffin

459.02 W., 7:00-8:45

William M. Griffin

#### **Ed 460 Research Methods in Education (F, S; 3)**

An introduction to the research literature in education and to the principal methods employed in the study of educational problems. The course focuses on the development of the understandings and skills needed in the interpretation of research reports.

Fall, M., 4:30-6:15

John J. Walsh

Spring, M., 4:30-6:15

John A. Jensen

#### **Ed 461 Pro-Seminar in Methods of Educational Research (F; 3)**

Prerequisite: permission of Instructor

This course is required of students planning degrees in Educational Research and is open to other well qualified students. The methods used in educational research are examined extensively and critically. Seminar reports are expected from each participant.

M., 4:30-6:15

Peter Airosion

#### **Ed 462 Construction of Achievement Tests (S; 3)**

The major problems of educational measurements, with emphasis on the characteristics, administration, scoring, and interpretation of formal and informal test of achievement with practical application to classroom use. Basic techniques of test construction.

Th., 4:30-6:15

George Modous

#### **Ed 464 Individual Intelligence Testing (F, S; 3)**

Prerequisite: Test and Measurement Course - Lab Fee

A survey of individual measures of cognitive development for school age children, adolescents, and adults. The course will focus on the administration, scoring, and interpretation of the Wechsler Scales: WPPSI, WISC-R, and WAIS. Pre-registration in Education Dept. Students must pre-register in McGuinn 311.

464.01 M., 4:30-6:15

To Be Announced

464.02 W., 4:30-6:15

Gorden Ulrey

#### **Ed 465 Group Psychological Tests (F; 3)**

Covers theory and laboratory practice with most of the group psychological tests used in a program of guidance services.

Th., 4:30-6:15

Kenneth Wegner

#### **Ed 466 Models of Curriculum and Program Evaluation (F; 3)**

An intensive study of the leading models of program and curriculum evaluation, including those of Tyler, Stake, Scriven, Provus, Stufflebeam and Alkin. Their strengths, weaknesses and applications for various types of curriculum and program evaluation will be stressed. Each evaluation model will be examined in terms of the purpose, key emphasis, the role of the evaluator, relationship to objectives, relationship to decision making, criteria and design.

M., 4:30-6:15

George Modous

#### **Ed 467 Practical Aspects of Curriculum and Program Evaluation (S; 3)**

Prerequisite: Ed 466 or consent of instructor.

This course will cover the basic steps involved in planning and carrying out a program evaluation. Topics covered will include: identification and selection of measurable objectives, choice of criteria instruments, use of various scores, common problems, out of level testing, analysis of data, interpretation and reporting of data,

budgeting. Standards for program evaluation will also be covered.

M., 4:30-6:15

George Madaus

#### **Ed 470 Literature for Children (S; 3)**

An immersion in children's literature. Through books, filmstrips, records, films and participating in activities, the student comes to know the poetry and prose in literature for children.

M., 4:30-6:15

Lillian Buckley

#### **Ed 481 Physical Aspects of Rehabilitation of the Visually Handicapped (F; 2)**

This course is designed to introduce the student to structural and functional systems of the human organism and to those chronic conditions that may be encountered in the rehabilitation of blind and visually handicapped individuals. Special attention is given to neuro-vascular conditions, hearing defects, audiological measurement, dynamics of posture/locomotion, physical correctives. Meets twice weekly.

F., 4:00-6:00

S. A. O'Neil/W. G. Woll

#### **Ed 483 Principles of Rehabilitation and Habilitation (F; 3)**

A study of the philosophy, the history and basic theories of rehabilitation in relation to all major disability groups. The interaction of various community services and professional disciplines is seen through observation, guest lecturers and seminars-attention is given to both rehabilitative and habilitative services.

T., 4:30-6:15

John Eichorn

#### **Ed 484 Introduction to Orientation and Mobility Practicum (F; 2)**

First practicum phase for students in the Peripatology Program and for those preparing to be teachers of orientation and mobility. This course is designed to introduce the student to skills and procedures involved in the orientation and mobility of blind individuals and to provide opportunity to travel and perform other daily routines while under blindfold and other sensory restrictions. There are also visits - observations to agencies in the field and weekly seminar-lectures.

By arrangement

The Department

#### **Ed 485 Categorical and Cross Categorical Orientation to Exceptional Children (F; 3)**

Several views of children labelled mentally retarded, emotionally disturbed, and learning disabled are presented in terms of within group differences and between group differences. Overlaps between the groups, which led to the cross-categorical approach to handicapped students (mild/moderate/severe) are examined, and the advantages and disadvantages of labelling are discussed. Required for certification in moderate special needs and generic programs. Recommended for non-majors who will be working with handicapped students.

485.01 W., 4:30-6:15

Alec Peck

Lowrence Lieberman

485.02 W., 4:30-6:15

To Be Announced

485.03 W., 4:30-6:15

To Be Announced

#### **Ed 486 Communication Skills for the Visually Handicapped (F; 3)**

Grade II (literary) braille, preparation of instructional materials in braille. Teaching language arts for visually handicapped students with emphasis on reading readiness and reading for students who use braille.

M., W., 2:00-4:00

To Be Announced

#### **Ed 487 Education of Visually Handicapped Children and Youth (S; 3)**

Designed to give an overview of education of the visually handicapped including educational and psychological implications of blindness and partial sight, program models and principles of teaching visually handicapped pupils. Eight weeks.

M., W., 10:30-12:15

To Be Announced

#### **Ed 489 Orientation and Mobility: Teachers of Visually Handicapped (Int, F; 2 or 3)**

Prepares teachers of the visually handicapped to teach and promote independent travel. Includes basic orientation concepts and mobility skills, sensory training, and environmental analysis. Aug. 23-Sept. 1.

M., T., W., Th., F., 9:30-11:30 and 1:00-3:00

To Be Announced



**Ed 490 Teaching the Multihandicapped Child (F; 3)**

A two-module course focusing on theoretical concepts and instructional strategies which may be employed with multihandicapped children and adults to enhance development in the areas of (a) independent orientation and mobility, and (b) pre-vocational/vocational training. Limited to students in the deaf-blind, multihandicapped programs.

490.01 M., 2:00-3:30 Billie Bentzen  
490.02 Th., 3:00-4:30 To Be Announced

**Ed 491 Clinical Practicum: Multihandicapped (F, S; 6)**

Provides clinical experience with deaf/blind and multihandicapped children in a variety of program prototypes throughout the country. By arrangement To Be Announced

**Ed 492 Organization and Administration of Multihandicapped Programs (S; 3)**

Considers the administrative structure of programs for multihandicapped children with emphasis on basic management techniques and organization development strategies. Meets first 4 weeks.

T., W., Th., 10:00-12:00  
1:00-3:30 To Be Announced

**Ed 494 Language Acquisition (F; 3)**

This course will investigate the way in which normal children acquire the sounds, structures and meanings of their native language from birth to early childhood. The stages of language acquisition will be discussed in light of (1) the organization and description of adult language, (2) biological and cognitive development and (3) universal and individual patterns of development. Discussion of theoretical issues in language acquisition will be supplemented with representative data samples from each stage of development in an attempt to determine which of the theories best accounts for the data.

W., 6:30-8:15 To Be Announced

**Ed 495 Human Development and Handicapped Conditions (F; 3)**

Human development from conception through adolescence with concern for the results of physiological malfunction at any stage of development. Presentations, discussions, readings and observations will permit the student to understand the most prevalent handicapping conditions. Included is a consideration of aids and prosthetic devices and medical interventions employed by those with sensory and/or motor handicaps. Degree students only.

495.01 T., 4:30-7:00 Bruce Cushno  
495.02 T., 4:30-7:00 Jeon Zodig

**Ed 497 Home and Personal Management for Visually Handicapped (Int., F., 1-3)**

Module I includes an overview of the impact of a visual handicap on the daily functioning of the individual. The needs and learning styles of the congenitally and adventitiously blind, as well as the totally blind and partially sighted will be investigated.

Module II will investigate these problems in more depth while learning appropriate remediation techniques to teach the visually handicapped client these skills of daily living.

By arrangement

Fall Intercession (1 cr.) 497.01 William Beneville  
Fall: M., 4:30-6:15 (1 cr.) 497.02 William Beneville  
Fall: M., 4:30-6:15 (3 crs.) 497.03 William Beneville

**Ed 498 Psychology of Mental Retardation (F; 3)**

Considers the nature of intelligence and the causes of subnormal intellectual functioning. Definition of mental retardation proposed, terminology and classification systems used in the field, programs in public schools and institutions and comprehensive programming for the mentally retarded will be discussed.

W., 4:30-6:15 Robert Stodden

**Ed 499 Dynamics and Education of the Emotionally Disturbed Child (F; 3)**

Causes, characteristics and treatment of emotional disturbance in children; educational programs; role of the teacher, school and community agencies. An informal assessment of the student's ability to evaluate research will be conducted at the first class meeting. Students who show deficiencies in this area will be required to attend a series of non-credit orientation lectures.

T., 4:30-6:15 Philip DiMattia

**Ed 500 History of American Education (F; 3)**

A culturally-centered inquiry into seventeenth-eighteenth-nineteenth century education in America.

Offered 1979-80

**Ed 501 Seminar in American Educational History (F; 3)**

Selected problems for research in American educational history.

M., 4:30-6:15 George Woytanowitz

**Ed 503 Seminar on Colonial Education in New England (S; 3)**

An intensive study of the matrix of educational institutions including home, church and school which shaped New England life.

Offered 1979-80

**Ed 520 Elementary School Mathematics Methods (S; 3)**

Curriculum materials and teaching techniques useful in aiding elementary school aged children learn mathematics will be examined. Laboratory fee of five dollars.

W., 4:30-6:15 Michael Schiro

**Ed 521 Developmental Reading Instruction (F; 3)**

Designed for experienced teachers who have had an undergraduate course in teaching reading. This course involves examination of research, techniques and materials for teaching reading in the elementary school.

M., 4:30-6:15 John Sovoge

**Ed 524 Selection, Evaluation and Utilization of Media Materials (S; 3)**

A course that combines several general activities with a comprehensive analysis of audiovisual materials. One is concerned with sources of audiovisual materials - from free and inexpensive to the more sophisticated and costly productions; another is the development of criteria for determining the proper choice of materials for specific learning with specific students, another is the development of evaluative techniques for gauging the effectiveness of instructional materials. Consideration will be given to recommended techniques for the utilization of materials in the classroom. Student projects will include development of units and lessons with heavy emphasis on media; student demonstrations will be videotaped to offer the individual student the benefits of self-analysis.

M., 4:30-6:15 I. Miller

**Ed 528 Elementary Teaching in the Seventies (S; 3)**

An introduction to and examination of the elementary school administrators, teachers, learners and curriculum. Students will observe in various settings and participate in a specific elementary classroom one day per week. All students will spend two full weeks in this classroom at the end of the semester.

M., 1:00-2:45 The Department

**Ed 529 M.A.T.-M.S.T. Pre-Intern Program (Summer, 9)**

The study of instructional materials, methods, and the technology of teaching considered appropriate to the intern teacher's specialized field. Special effort is made to include experiences which contribute to the improvement of instruction in the summer program and which strengthen the intern teacher's readiness to assume full responsibility for classes during the year of internship.

During the morning hours of the Framingham Six-Week Academic Summer Program, intern teachers have the opportunity to observe classes in a number of subject-matter fields. They work primarily in the field of their specialty. Here, as members of a teaching team under the direction of their cooperating teacher, they practice the role of the teacher through supervised analysis of classroom management, planning lessons, preparing materials, keeping records, evaluating the work of students, tutoring individual students, working with small groups, assisting in large group instruction, acting as laboratory assistants, and teaching complete lessons.

8:00-4:00 Edward Smith

**Ed 538 Education and Social Justice (Core 2) (F; 3)**

This course will examine selected educational, theological, philosophical and political questions which clarify the use of general and religious education as vehicles of social justice. Areas of consideration include the Church's theological self understanding, selected issues in the history of Christian ethics, the ethical realism of Reinhold Niebuhr, the social teachings of the Catholic Church and transformational and rational approaches to pedagogy as these effect education for social justice.

To Be Announced Podraic O'Hare



# 130 / Description of Courses

## EDUCATION

### Ed 539 Christian Education for the Kingdom: A Praxis Approach (Core 1) (F; 3)

A foundational course in Christian education. The purpose of Christian education is to sponsor people in the living of a Christian life-style that is liberating/humanizing for both educatees and society. This position is used to evaluate current educational theories and methods. A praxis approach is explained and demonstrated as one possible way of promoting the faith and freedom purpose.

To Be Announced Rev. Thomos Groome

### Ed 540 Issues in School Psychology (F; 3)

An intensive analysis of philosophical, technical and administrative issues contributing to the professional identity and function of the psychologist in a public educational milieu. School psychology majors only.

Th., 4:30-6:15 Francis Kelly

### Ed 542 Principles of Behavioral Counseling (S; 3)

Theory and application of behavior modification processes to needs of individuals in counseling and educational settings.

F., 4:30-6:15 To Be Announced

### Ed 543 Psycho-educational Prescriptions (S; 3)

Focus is on techniques of synthesizing psychological and educational information into an effective, individually appropriate educational plan for children with special needs. Individual case study methods will be utilized.

F., 4:30-6:15 Francis Kelly

### Ed 544 Case Studies-Diagnosis: Adolescence (S; 3)

Prerequisite: Ed 440 and Ed 443 or Ed 444 or Ed 446

Focus on normality, abnormality, and patterns of psychopathology in adolescence. Covers current status of counseling approaches and diagnosis related to adolescent case studies.

M., 4:30-6:15 Bernard A. O'Brien

### Ed 545 Seminar in Communication in Counseling (S; 3)

A seminar devoted to verbal and non-verbal aspects of communication in the interview and in groups accompanied by intensive laboratory experience in conducting and analyzing experiments in communication.

W., 4:30-6:15 To Be Announced

### Ed 547 Practicum in Child Guidance Services (F; 3)

Prerequisite: Consent of Francis Kelly. Practicum in observation, role-playing, and psychological services with children under age 12. Boston College counseling majors only.

547.01 W., 4:30-6:15 To Be Announced

547.02 W., 4:30-6:15 To Be Announced

### Ed 548 Project in Career Development (F, S; 3)

By arrangement with Dr. Paolitto. Diono P. Paolitto

### Ed 549 Abnormal Psychology for Counselors (S; 3)

Types of functional personality disorders with emphasis on diagnostic and dynamic aspects. Designed to give counselors and other school personnel basic information for recognition and understanding of mental disturbances. For people with an extensive background in psychology such as counseling majors or psychology majors. Laboratory experience in observation in mental health settings. Counseling and psychology majors only.

Th., 4:30-6:15 To Be Announced

### Ed 561 Evaluation and Public Policy (F; 3)

This course will deal with the conceptual, theoretical and methodological issues underlying the use of social science research and evaluation studies to inform public policy at the federal, state and local levels. Case studies in which evaluation results have been used to justify new programs or terminate existing ones will be stressed.

Th., 4:30-6:15 George Modous

### Ed 563 Statistical Inference I (F; 3)

Prerequisite: Satisfactory performance on a mathematics examination or consent of instructor.

An introduction to the basic concepts in probability and statistical inference. Topics include addition and multiplication of probability, random variable and distribution, expectation, independence and correlation, the binomial, normal, chi-square, Student and F distributions, random sampling from binary and continuous distribu-

tions, estimation and testing concerning the distribution of one population.

W., 4:30-6:15

Ronold L. Nuttoll

### Ed 564 Statistical Inference II (S; 3)

Prerequisite: Ed 563 or equivalent.

Statistical inference concerning several populations based on parametric and non-parametric procedures. Topics include procedures based on means, ranks, empirical distributions for the one-way, two-way and randomized block designs, follow-up procedures, violations of assumptions, tests for independence and an introduction to the linear model.

W., 4:30-6:15

Ronold L. Nuttoll

### Ed 567 Assessment of Preschool Children (F; 3)

Prerequisite: Ed 464 - Lab Fee

Individual measures of the psychological development of children of preschool age (3 to 6 years) will be reviewed with emphasis on the administration, scoring, and interpretation of the Stanford-Binet Intelligence Scale and the McCarthy Scales of Childrens Abilities.

M., 6:30-8:15 Richard Schnell

### Ed 568 Examining School Effectiveness (F; 3)

This course will review major studies of school effectiveness (e.g., Coleman, Mayeske, Jencks, Mosteller and Moynihan, Husen, etc.). The conceptualization of schooling and school effectiveness implicit in these studies will be described and their methodology and conclusions critiqued. New findings which contradict those of Coleman, Jencks, etc. will be presented.

T., 4:30-6:15

Peter Airosion

### Ed 569 Testing: The Public Controversy (S; 3)

This course will cover the history and present status of criticism of standardized intelligence and achievement tests. Controversy over the use of these tests in labeling children, in determining curricula, in teacher accountability and in program evaluation will be stressed. Legal problems and problems of test bias with minority groups will also be covered. Criticism by national organizations representing teachers, administrators, consumers and citizens will be examined.

T., 4:30-6:15

Peter Airosion

George Modous

### Ed 570 Social Studies Education: Elementary School (S; 3)

Designed to meet the needs of experienced teachers, the course will center on effective teaching-learning strategies and materials in conventional social studies curriculums and in new programs such as career, intercultural, economic and moral education.

Offered 1979-80

The Department

### Ed 579 Educational Assessment of Learning Problems (F; 3)

Focuses on the development of teacher skills in task analysis, informal and formal educational assessment, and the interpretation of psychoeducational data across the range of mildly handicapping conditions. Students rotate through modules covering assessment of visual, motor and auditory language skills. Includes laboratory experience in the Assessment Center. Open to students in Special Education Masters Programs or MA programs in Psychology, Reading or Early Childhood. Not open to special students.

579.01 T., 1:30-3:00

Jeon Mooney

579.02 Th., 1:30-3:00

Jeon Mooney

579.03 Th., 4:30-6:15

Jeon Mooney

579.04 Th., 4:30-6:15

Lawrence Lieberman

579.05 Th., 7:00-8:30

Lawrence Lieberman

579.06 Th., 7:00-8:30

To Be Announced

### Ed 580 Gerontology (S; 2)

An introduction to the human aging process; its physical, educational, social and psychological implications. Particular emphasis will be placed on the individual receiving rehabilitation services.

Th., 7:00-9:30

To Be Announced

### Ed 582 Braille, Deaf-Blind I (F; 0)

Grade II (literary) Braille, including teaching braille reading and preparation of instructional materials.

W., 3:00-4:30

To Be Announced

### Ed 584 Student Teaching: Peripatology (F, S; 6-3)

Prerequisite: Ed 484

This second practicum phase for students and for those preparing to



be teachers of orientation and mobility. Under close supervision, the work of the previous phase is placed into action by the student working with children, youth, and adults in schools (public and residential) rehabilitation agencies and in the community.

Fall By arrangement (6 cr.) To Be Announced  
Spring By arrangement (3 cr.) To Be Announced

### **Ed 585 Seminar in Peripatology (F, S; 1)**

Included are intensive reviews and discussions of problems of particular concern to students in special education or rehabilitation. Sessions for Peripatology students include demonstrations of materials and resources in such areas as sensory training, concept formation, and spatial orientation.

F., 1:00-4:00 The Department

### **Ed 586 Braille Mathematics (S; 2)**

Prerequisite: Ed 486 or proficiency in Grade II (literary) Braille Nemeth Code of Braille Mathematics including preparation of instructional materials in Nemeth Code and teaching mathematics to visually handicapped pupils.

M., W., 2:00-4:00 (Eight weeks) To Be Announced

### **Ed 587 Remedial Strategies (S; 3-2)**

Prerequisite: Ed 579 or the equivalent. Open to students in the Special Educator Program only.

Oriented toward the development of skills which will allow the teacher to plan educational programs for handicapped children from a generic base of individual teaching - learning problems. Includes diagnostic and prescriptive teaching, classroom accommodation techniques and clinical record keeping.

587.01	Th., 4:30-6:15 (3 cr.)	Lowrence Lieberman
587.02	Th., 4:30-6:15 (3 cr.)	Jeon Mooney
587.03	F., 9:00-12:00 (2 cr.)	J. Zeller
587.04	F., 1:00-4:00 (8 weeks) (2 cr.)	J. Zeller

### **Ed 588 Teaching Strategies for Visually Handicapped (S; 2)**

Specialized strategies for teaching blind and partially seeing students at elementary and secondary levels. Eight weeks.

T., Th., 1:30-3:15 To Be Announced

### **Ed 589 Behavior Management Strategies (F; 3)**

A study of theoretical concepts and practical applications in classroom management. Methods studied will include behavior modification, social learning, Adlerian, precision teaching and other organizational strategies. The course will develop into a workshop where each student will design a program intended for use in their own classroom.

M., 4:30-7:30 Alec Peck

### **Ed 591 Teaching the Mentally Retarded Adolescent (S; 3)**

Considers all phases of educating mentally retarded adolescents including problems encountered in special classes of secondary schools. Special consideration given to work-study programs and cooperating sheltered workshops.

By arrangement William Beneville

### **Ed 593 Introduction to Language Disorders (S; 3)**

Prerequisite: (Ed 494 or equivalent) Acquisition of language. Not open to special students.

Based on the development of normal children, this course will explore dysfunctions of language which interfere with normal learning processes. Both the evaluation of language performance and the remediation of language deficits will be stressed.

W., 6:30-8:15 Anthony Bashir

### **Ed 596 Psycho-Social Development and Adjustment (S; 3)**

This course is designed to consider the handicapped person from the standpoint of emotional and intellectual factors, cultural influences, and interpersonal relationships. Consideration is given to the handicapped person generically and also to specific parameters - adventitiously blinded, congenitally blind, child, adolescent, adult, elderly, partially sighted, and handicapped.

W., 4:30-6:15 William Beneville

### **Ed 597 Guided Studies in Special Education and Rehabilitation (F, S; 1-6)**

Under the guidance of a faculty member the student explores in depth the literature pertaining to some particular phase or problem

regarding handicapped children, youth, or adults. Credits to be determined.

By arrangement The Department

### **Ed 599 Teaching the Emotionally Disturbed Child (S; 3)**

Methods and materials designed to meet the specific learning problems of emotionally disturbed children. Consideration is given to the organization and planning of learning experiences; classroom management; etc.

M., 4:30-6:15 Philip DiMottia

### **Ed 602 History of Ancient and Medieval Education (F; 3)**

The history of educational theory and practice from Ancient Greece to the Renaissance.

Offered 1979-80

### **Ed 603 History of Modern Education (S; 3)**

History of European education from the fourteenth through the nineteenth century.

Offered 1979-80

### **Ed 604 Seminar in Educational Classics (S; 3)**

A reading and discussion course based on the prominent men and the great ideas in the history of educational thought.

W., 4:30-6:15 Edward Power

### **Ed 605 Comparative Education**

An analysis of contemporary systems of education considered in the cultural context in which they operate, with emphasis on the solutions given by various nations to universal educational problems.

Offered 1979-80

### **Ed 611 Development and Learning in Infancy and Early Childhood (S; 3)**

Prerequisite: Ed 416

Knowledge of development during infancy and early childhood is essential for an understanding of later behavior. This course will focus on the development of learning abilities and perceptual skills in the area of cognitive development; attachment, exploratory behavior, and play in the area of social development. Special emphasis will be given to current research and to research strategies.

W., 4:30-6:15 Beth Cosey

### **Ed 620 Seminar in Secondary Education (F; 3)**

A review and discussion of significant problems in American secondary schools as they relate to curriculum and instruction.

M., 4:30-6:15 Edward Smith

### **Ed 621 Diagnostic Techniques in Reading (S; 3)**

Both standardized and informal assessment of reading ability will be studied. Students will become knowledgeable about a wide variety of reading measures and proficient in the administration and interpretation of several.

T., 4:30-6:15 Bonnie Loss

### **Ed 624 Media Materials: Design and Preparation (F; 3)**

An intensive workshop in basic principles of design and use of graphics. Demonstration and use of equipment for producing varied instructional materials, including mounted still pictures, overhead transparencies, photographic slides, filmstrips, super-8mm films; slide-tape presentations, bulletin board displays and feltboard applications. Students will demonstrate ability to utilize basic equipment and methods for the creation of media materials. Required student projects will include slide-tape, displays, and transparencies.

T., 4:30-6:15 Fred John Pulo

### **Ed 625 Organization and Administration of the Media Center (S; 3)**

Includes classifying and assigning subject headings and cataloging printed library materials and non-print instructional materials; making author, title and subject cards, as well as analytics and other added entries; purchase of library cards. Designed to teach the place and purpose of media center (library) in the school, its objectives and organization. Includes study of media standards, cost of starting and maintaining a media center; use care, repair and circulation of all materials, the training of student assistants.

T., 4:30-6:15 Glen Cook



# 132 / Description of Courses

## EDUCATION

### Ed 630 Religious Education and Contemporary Biblical Scholarship (Core 2) (S; 3)

An exploration of the role of the Bible in religious education with particular focus on the implications of historical-critical study. Course will include (1) the development, meaning, and significance of the historical-critical method; (2) its implications and limitations in religious education; and (3) possibilities for integrated program design.

To Be Announced

Mory C. Boys, S.N.J.M.

### Ed 635 The History of Christian Education (Core 2) (S; 3)

From the Didoche of the first century through Jungmann of more recent times, a critical reflection on the history of education within the Church. Emphasis on the consideration of primary sources and a dialectical approach to the Church's educational past posing the question: what can be affirmed, what must be denied, what do we need to move beyond?

To be announced

Rev. Thomas Groome

### Ed 640 Seminar in Group Counseling and Group Theory (F, S; 3)

*Prerequisite:* Consent of Director. Students participate in an experiential group which focuses on group development and group dynamics; during the second part of the course discussions will center upon the process of the experiential group as it relates to leadership techniques, theory and research on groups.

Fall	640.01	W., 7:00-8:45 p.m.	Bernard A. O'Brien
	640.02	Th., 7:00-8:45 p.m.	Diano P. Poolitto
Spring	640.01	W., 4:30-6:15	Bernard A. O'Brien
	640.02	Th., 4:30-6:15	Diona P. Paolitto

### Ed 641 Behavior Disorders in Childhood and Adolescence (F; 3)

An examination of the causes, management and treatment of overt behavioral or acting out disorders in childhood and adolescence. Emphasis is placed on the schools and juvenile delinquency and specific behaviors such as hyperaggressiveness, truancy, drug and alcohol abuse and delinquency treatment and control. Degree students only.

F., 4:30-6:15

Francis Kelly

### Ed 642 Introduction to Play Therapy (F; 3)

Theoretical approach to play therapy as a treatment process with school age children. Case presentations and discussions of therapy material. Limit 15 students.

M., 4:30-6:15

Irving Hurwitz

### Ed 643 Counseling for Human Development (F; 3)

A course for counselors interested in preventive program planning toward facilitating the personal development of children, adolescents, and adults in school and non-school settings. Particular focus on the application of recent developmental theory and research in the areas of cognition, morality, and ego psychology to guidance curricular planning and counselor consultation.

Opportunities through role play and various media to evaluate programs designed to promote psychological growth. Selected topics include peer counseling, moral dilemma discussions, values clarification, and parent effectiveness training.

F., 4:30-6:15

Diana P. Poolitto

### Ed 644 Dynamic Psychology of Individual Behavior for Counselors (F; 3)

The driving forces of human nature. Emphasis on the counseling and clinical implication of the affective and cognitive dynamics, needs, emotions, attitudes, values, and their relation to personality and character development and integration. Laboratory experience in developing a psychohistory.

Th., 4:30-6:15

James F. Moynihan

### Ed 646 Practicum in Counseling Adolescents and Adults (F, S; 3)

*Prerequisites:* Ed 440, Ed 446, Ed 448, Ed 465, and at least half of M.Ed. coursework. Consent of the Counseling chairperson is required and the student must sign up in McGuinn 311 four months in advance of enrollment. Open only to Boston College counseling degree candidates. Ordinarily this practicum involves a placement in a counseling situation during the hours of 8:00 a.m. to 5:00 p.m. two days per week (Monday through Friday). A total of 150 clock hours are required for the course.

Students work under direct supervision with actual clients seeking educational-vocational counseling in either a regular secondary school or a non-school setting.

Fall	646.01	T., 7:00-8:45	To Be Announced
	646.02	T., 7:00-8:45	To Be Announced
	646.03	T., 7:00-8:45	To Be Announced
	646.04	T., 7:00-8:45	To Be Announced
	646.05	T., 7:00-8:45	Alice Jeghelion
	646.06	T., 7:00-8:45	To Be Announced
Spring	646.01	T., 7:00-8:45	To Be Announced
	646.02	T., 7:00-8:45	To Be Announced
	646.03	T., 7:00-8:45	To Be Announced
	646.04	T., 7:00-8:45	Alice Jeghelion
	646.05	T., 7:00-8:45	To Be Announced
	646.06	T., 7:00-8:45	To Be Announced

### Ed 647 Practicum in School Psychology (F, S; 3)

*Prerequisite:* Consent of Francis Kelly. Ed 540, Ed 443, Ed 448, Ed 464, and at least half of M.Ed. coursework. Consent of the Counseling chairperson is required and the student must sign up in McGuinn 311 four months in advance of enrollment. Open only to Boston College counseling degree candidates. Ordinarily this practicum involves a placement in a counseling situation during the hours of 8:00 a.m. to 5:00 p.m. two days per week (Monday through Friday). A total of 150 clock hours are required for the course.

A practicum at the elementary school level for candidates who are completing course work for the master's degree.

Fall	647.01	T., 7:00-8:45	To Be Announced
Spring	647.01	T., 7:00-8:45	To Be Announced

### Ed 648 Practicum in Child Guidance Services (F, S; 3)

*Prerequisite:* Consent of Director. Ed 540, Ed 443, Ed 448, Ed 464, and at least half of M.Ed. coursework. Consent of the Counseling chairperson is required and the student must sign up in McGuinn 311 four months in advance of enrollment. Open only to Boston College counseling degree candidates. Ordinarily this practicum involves a placement in a counseling situation during the hours of 8:00 a.m. to 5:00 p.m. two days per week (Monday through Friday). A total of 150 clock hours are required for the course.

A practicum at the elementary school level for candidates who are completing course work for the master's degree.

Fall	648.01	T., 7:00-8:45	To Be Announced
Spring	648.01	T., 7:00-8:45	To Be Announced

### Ed 649 Practicum in Play Therapy (S; 3)

Application of principles of play therapy under supervision in actual work with young children. Boston College counseling majors only.

Offered 1979-80

### Ed 657 Professional School Administrators Program (F, 9; S, 6)

Fall:	Ed 657.72	Instructional Supervision & Program Evaluation (6 credits)
	Ed 657.85	Curriculum Development (3 credits)
Spring:	Ed 657.90	Program Review, Comprehensive Examination and Thesis Seminar (6 credits)

Open only to members of the second class of the Professional School Administrator Program.

By arrangement

The Department

### Ed 661 Seminar on Infant Assessment (S; 3)

*Prerequisite:* Consent of Instructor

The seminar will deal with the psychological assessment of infants and young children (0 to 3 years). Techniques such as the Brazelton and Rosenblith for neonates as well as scales for older infants like the Bayley Scales of Infant Development will be discussed.

M., 6:30-8:15

Richard Schnell

### Ed 662 Projective Techniques for Children, Adolescents I (F; 3)

*Prerequisite:* Individual Intelligence Testing, Abnormal Psych

Theory of projective approach is reviewed. Individual personality assessment of pre-school, latency and adolescent children through the use of Human Figure Drawings, House-Tree-Person Test, Kinetic Family Drawings. Interpretation of the Childrens Apperception Test, Thematic Apperception Test, Tasks of Emotional Development and Sentence Completion Tests. The projective implications of individual intelligence tests are discussed. Case material and integration of test results. Limited to 15 students.

W., 4:30-6:15

Irving Hurwitz



**Ed 663 Projective Techniques, II (S; 3)**

Prerequisite: Ed 662

Emphasis on visual-motor integration tests such as Bender Gestalt Test, Developmental Test of Visual Motor Integration, Beery, and Graham Kendall Memory Test for Design. Problems of the brain-injured child, diagnosis of minimal brain dysfunction, learning and emotional factors, history taking. Brief introduction to the Rorschach Inkblot Test. Case studies on learning-disabled children.

W., 4:30-6:15

Irving Hurwitz

**Ed 664 Design of Experiments (S; 3)**

In addition to classical and quasi-experimental designs, this course will include the following topics: internal and external validity, treatment implementation, sampling, missing data and repeated measures. A knowledge of statistics equivalent to Ed 364 is recommended.

W., 4:30-6:15

Peter Airasian

**Ed 665 Interest and Personality Inventories — Theory and Practice**

A review of theories of personality and interest measurement in guidance and counseling. Intensive study of the construction, purpose, and interpretation of the most commonly used structured personality and interest inventories. Laboratory experience in use and interpretation of selected inventories.

Offered 1979-80

**Ed 666 Simulation Models in Behavioral Research (F; 3)**

This seminar will review the literature on mathematical and computer simulations of complex social processes, with special emphasis on those occurring in educational settings. Working on small teams, students will produce a simulation system of some complex process.

M., 4:30-6:15

Ronald L. Nuttall

**Ed 667 Introduction to Multivariate Statistical Analysis (F; 3)**

Prerequisite: One year of statistics or the equivalent

Topics include multivariate distributions, correlation, regression canonical correlation, discriminant function, and principal components analysis. Laboratory exercises include computer analysis of multivariate data.

T., 4:30-6:15

Ronald L. Nuttall

**Ed 668 Topics in Multivariate Statistical Analysis (S; 3)**

Prerequisite: Ed 667 or equivalent

Multivariate analysis of variance, factor analysis and rotation, and model building are among the advanced multivariate statistical topics dealt with. A professional-level paper using multivariate procedures will be written.

T., 4:30-6:15

Ronald L. Nuttall

**Ed 669 Psychometric Theory (S; 3)**

Prerequisite: One year of statistics and one semester or experience in test construction.

Study of theoretical concepts and statistical techniques involved in educational and psychological measurement. An advanced discussion of topics including levels of measurement, measurement error, reliability, validity, composite scores, norming, equating of equivalent forms, criterion-referenced measurement, and multidimensional scaling.

M., 4:30-6:15

Ronald L. Nuttall

**Ed 680 Evaluation and Guidance of Exceptional Children (S; 3)**

Concerned with the multi-disciplinary approach to the evaluation of children with learning problems. Also considers personal, educational, and vocational guidance principles and practices as they relate to those who are handicapped.

W., 4:30-6:15

Lawrence Lieberman

**Ed 682 Administrative Internship: Multihandicapped (F, S; 6)**

A twelve-week internship with an area coordinator for deaf-blind services. Students will serve as administrative assistants and participate in planning and evaluating programs and in any other capacity determined by the coordinator. Limited to students in the Deaf/Blind Program.

By arrangement

To Be Announced

**Ed 683 Internship: Peripatology (S; 3)**

Prerequisite: Ed 484 and Ed 584

Upon successful completion of the first two Practicum phases, the student is assigned to an agency or school for a teaching experience under the supervision of the cooperating agency or school as well as the faculty of the Practicum section of the Peripatology Program. Assignments usually out of state.

By arrangement

Hugo Vigoroso

**Ed 684 Student Teaching Handicapped (F, S, Summer; 3-6 cr.)**

By permission only. A practicum for students enrolled in the Special Educator, Visually Handicapped and Deaf-Blind programs. The experience offers Clinical and Teaching experiences in areas of exceptionality to meet students' program needs. Students should contact their program co-ordinator for detailed course prerequisites and the specific practicum period/credit needed. Fall/Spring registration must be completed mid-semester prior to the practicum.

684.01	(3 crs.)	10 weeks	(Special Educator-Deaf/Blind)
684.02	(3 crs.)	6 weeks	(Deaf/Blind)
684.03	(3 crs.)	8 weeks	(Peripatology/Visually Handicapped)

**Ed 685 Multidiscipline Approach to Mental Retardation (F, S; 3)**

Taught by multidisciplinary staff of the Developmental Evaluation Clinic, Children's Hospital Medical Center. Considers etiology, study, and treatment of retarded children and the coordination of community services for their welfare. Opened to advanced graduate and post graduate students in the professional disciplines serving handicapped children. Students are supervised in observation and participation in a variety of clinical activities. Taught at Children's Hospital.

F., 8:00-10:00 a.m.

Jean Zadig

**Ed 688 Student Teaching: Elementary and Special Education (F, S; 6)**

For students requiring Elementary and Special Education certification and are enrolled in the Special Educator program, they will have an 8 week practicum in a selected Special Education setting and 7 weeks in a regular elementary classroom. Applicants must have approval of the program co-ordinator and must complete registration procedures at mid-term of the semester preceding the experience. A pre-requisite for this assignment is a one-day per week classroom assignment taken with Ed 596 or Ed 528.

By arrangement

Joan C. Jones

**Ed 689 Assessment of Visually Handicapped (including Mildly Multihandicapped-Visually Handicapped) (F; 3)**

Examines formal and informal assessment of visually handicapped pupils including mildly multihandicapped-visually handicapped appropriate for use by the teacher of the visually handicapped. Includes assessment of visual functioning, assessment of academic areas and classroom performance, assessment to screen for handicaps in addition to visual handicaps, scales and tests for assessing multihandicapped-visually handicapped person. Special emphasis on instruments designed for use by teachers of the visually handicapped. Overview of instruments designed or adapted for visually handicapped persons to be administered by a psychologist or psychometrist. Writing reports for evaluation teams which provide the information necessary to write Individual Educational Programs. Includes laboratory experience in an assessment center.

To Be Announced

**Ed 690 Seminar in Multidisciplinary Management Strategies (S; 3)**

Prerequisite: Ed 685

Presupposes high level of professional competence of each student in his or her own discipline. Seminar meetings chaired by multidisciplinary staff of the Developmental Evaluation Clinic, Children's Hospital Medical Center. Designed to educate representatives of the medical and behavioral sciences in the roles played by other professions who serve handicapped children and their families. Observations and participation in the study of selected children are used to develop awareness of and appreciation for the contributions of each discipline. Taught at Children's Hospital.

F., 8:00-10:00 a.m.

Jean Zadig

**Ed 692 Administering Special Education Services (F; 3)**

Prerequisite: Introductory course in school administration.



Considers the administration of the broad spectrum of Special Services afforded to handicapped children and the administrative structures under which such services were afforded.

M., 4:30-6:15

Philip DiMottia

**Ed 693 Educational Management of Multihandicapped Pupils (Summer; 3)**

Practical management of individuals and small groups of multihandicapped pupils in educational settings. Knowledge of physical and pedagogical accommodations for various handicapping conditions. Implications of multihandicaps. Examine alternatives of classroom and behavior management. Examine ways to respond to various common types of behavior such as: withdrawal, acting out, hyperactivity, self-abuse, and abuse to other pupils and/or the teacher. Develop skills in task analysis as a practical approach to problem solving in new instructional situations. Teaching as a member of a team working with multihandicapped pupils, and directing paraprofessionals. To be taught by proctioners in the field

**Ed 694 Problems in Administration: Special Education and Rehabilitation (S; 3)**

Considers recent administrative problems related to the task of providing special educational services for exceptional children.

M., 7:00-8:30

Philip Di Mottio

**Ed 695 Human Relations in Work with the Handicapped (S; 2)**

Designed for professionals who are seeking to broaden their knowledge of interpersonal skills. Considers human interactions among colleagues, among professional workers and their students or clients, among professional workers and ancillary personnel. In section .01 concern is given to group dynamics with the core evaluation team as the frame of reference. Open to Boston College students in graduate education programs only. Section .02 is restricted to rehabilitation students.

By arrangement

695.01

Alec Peck

695.02

Normo J. Hemphill

695.03

(Intercession) The Department

**Ed 696 Competency Validation Procedure: Generic (F, S, Summer; 3)**

By permission only. A practicum for practicing generic teachers to demonstrate competencies required for University endorsement for the generic credential.

By arrangement

Joon C. Jones

**Ed 697 Seminar in Curriculum Problems: Education of Exceptional Children (F; 3)**

For advanced Master's degree or C.A.E.S. candidates who desire to seek solutions for a specified problem. The problem will be announced before registration.

By arrangement

John Eichorn

**Ed 706 Philosophy of American Education (S; 3)**

An advanced course concentrating on the educational theories of realism and pragmatism.

Offered 1979-80

**Ed 707 Contemporary Issues in Educational Theory (F; 3)**

A detailed study of the principal current debates in educational philosophy.

T., 4:30-6:15

Pierre D. Lombert

**Ed 710 Learning in the Young Child: A Research Approach (F; 3)**

This course focuses on particular learning problems encountered by children at the preschool and primary grades. Each time the course is offered, one topic will be investigated in depth. For example, the class may investigate perceptual and cognitive problems involved in learning the alphabet or young children's use of inefficient problem solving strategies. As a group, the class reviews the literature, designs and implements a study (if time allows) and produces a report on the research.

Offered 1979-80

**Ed 720 Curriculum Development for Better Schools (F; 3)**

A basic course in curriculum theory covering such issues as ideologies of curriculum developers, methods of curriculum development, types of curriculum materials, and styles of curriculum evaluation.

Students will engage in a curriculum development project as part of the course work. Limited to 20 students.

W., 4:30-6:15

Michael Schiro

**Ed 724 Media Specialist Practicum (S; 3)**

A field-centered study of the functioning of a media program. Students will be assigned to media centers in local school systems, and will work on specific problems related to non-print materials and equipment. Will involve close supervision by program director and the director of the local media center.

By arrangement

Fred John Pulo

**Ed 727 Seminar in Science Education (S; 3)**

Restricted to individuals who have a science education emphasis to their graduate programs. Implications of current problems, issues and research in science education will be investigated.

By arrangement

George T. Lodd

**Ed 728 Seminar and Practicum in Remedial Reading (Summer; 3)**

A clinical practicum that involves supervised diagnostic-prescriptive teaching of children with reading disabilities.

Bonnie Lass

**Ed 729 Controversies in Curriculum and Instruction (F; 3)**

Exploration of current issues in education which have had a significant impact on both the curricula and instructional process in today's schools. Discussion will center on definition of the issue, i.e., open classroom, humanistic education, the return to basics, accountability, etc.; an examination of the views of the major proponents and opponents of the "movement" and the current impact of this trend on the educational community.

Offered 1979-80

George T. Lodd

**Ed 730 Theological Foundations of Religious Education (Core 2) (S; 3)**

This course is a reflection on the nature of the theological enterprise and its relationship to theories of Religious Education. Special attention will be given to the implications for doctrinal presuppositions to religious education, especially presuppositions concerning God, Christ, Church, and faith. Process/Empirical theology will be examined in depth as a case study in the effect of theological assumptions on choice of theory and practice in Religious Education.

To be announced

Podroic O'Hore

**Ed 734 Psychology of Learning and Religious Education (Core 3) (F; 3)**

This course will have both theoretical and practical aspects. Current psychological theories of learning and development will be examined in light of their applicability to religious education. The cognitive and learning theories of Piaget, Bruner, Bandura, Springthall, Skinner and others will be explored and discussed as well as theories of motivation, socialization and emotional maturity.

To be announced

Morgoret Gormon, R.S.C.J.

**Ed 735 Traditions of Religion and Education (Core 2) (F; 3)**

A systematic inquiry into the relationship of religion and education that (1) examines the interdisciplinary nature of religious education; (2) develops appropriate teaching strategies, and (3) explores models of collaborative structures. Includes analysis of selected twentieth century theorists; Coe, Elliott, Nelso, Lynn, Westerhoff, Jungmann, Hofinger, VanCaster, Babin, Sloyan-Moran, Lee as a means of attending to the fundamental question, "What is Religious Education?"

To be announced

Mary C. Boys, S.N.J.M.

**Ed 737 Religious Education Toward Adulthood (S; 3)**

A study of the twentieth century adult education movement and its limitations. Contrasting ideals of adulthood and their influence on education, religion and family. Forms of adult learning and data on adult development. Implications for Church organization and Church educational programs.

Weekend Course

Gobriel Moron

**Ed 741 Advanced Seminar in School Psychology (S; 3)**

An in-depth examination of the role and functioning of the school psychologist. Emphasis will be placed upon problems in psycho-educational assessment, school and parent consultation, research and administration. Case study method will be employed. Open to advanced graduate students only.

Offered 1979-80



**Ed 742 Seminar in Consultation (S; 3)**

The role of the counseling or school psychologist as a consultant to other professionals and parents is examined in detail. Theories and styles of consultation practice are reviewed. Preventative and curative values of consultation are emphasized.

Th., 4:30-6:15

Francis Kelly

**Ed 743 Seminar in Counseling Families (S; 3)**

Prerequisites: Ed 640 or equivalent and consent of Instructor

A study of basic family system theory with emphasis on use of intervention strategies around family tensions and problems. Implementation includes: role playing, family sculpture and case presentations. Concurrent clinical involvement with families is recommended.

W., 6:30-8:15

To Be Announced

**Ed 744 Counseling Middle Age, Aged, and Dying (F; 3)**

Prerequisite: Course in developmental psychology

The course will explore the developmental issues critical for an understanding of the counseling process with older adults and those in the terminal phase of life. A multidimensional perspective, including social, cognitive and psychoanalytic viewpoints will be presented on the topics of normal adaptation and pathological reactions to the aging process, grief, coping with cancer and dying. Course will integrate methods of clinical intervention and research with that of thanatological and developmental theory.

T., 4:30-6:15

To Be Announced

**Ed 746 Intermediate Counseling Practicum-Adolescents (F; 3)**

Prerequisite: Ed 646 and consent of Kenneth W. Wegner

Students must sign up in McGuinn 311 at least four months in advance of enrollment. Placements are in off-campus sites and require the student to be available at least two days per week during normal working hours (Mon.-Fri. 8 a.m. - 5 p.m.)

First advanced practicum in psychological services and counseling with adolescents and adults. Boston College counseling majors only.

Th., 4:30-6:15

To Be Announced

**Ed 747 Intermediate Counseling Practicum-Children (F; 3)**

Prerequisite: Ed 647 and consent of Francis Kelly

Students must sign up in McGuinn 311 at least four months in advance of enrollment. Placements are in off-campus sites and require the student to be available at least two days per week during normal working hours. (Mon.-Fri. 8 a.m. - 5 p.m.)

First advanced practicum in psychological services and counseling with children under age 12. Boston College counseling majors only.

T., 4:30-6:15

Francis Kelly

**Ed 748 Intermediate Counseling Practicum-Children (F; 3)**

Prerequisite: Ed 648 and consent of Director

First advanced practicum in psychological services and counseling with children under age 12. Boston College counseling majors only.

Th., 4:30-6:15

Irving Hurwitz

**Ed 755 Educational Leadership (S; 3)**

Presentation of trait-, group-, and situation-theories of leadership. Exploration of the relationship of the above to social theories of action and human relations, with emphasis on the role of leader in the educational enterprise. Development of an outline of a leadership training program for the student of administration.

W., 4:30-6:15

Donald T. Donley

**Ed 770 History and Theory of American Higher Education (S; 3)**

A study of the major historical and theoretical developments in colleges and universities beginning with the medieval university with special emphasis given to the evolution of American higher education.

Th., 4:30-6:15

George Woytonowitz

**Ed 771 Organization and Administration of Higher Education (F; 3)**

Introduction to administrative theories in higher education; principles of organization; locus of decision-making, institutional characteristics.

W., 4:30-6:15

Evon R. Collins

**Ed 772 Student Personnel-Student Development Programs in Higher Education (S; 3)**

An interdisciplinary study and analysis of student personnel services and student development programs in higher education.

M., 4:30-6:15

Mary Kinnone

**Ed 773 College Teaching (S; 3)**

A review of college teaching and examination of the ways the college teacher functions in the classroom. Analysis of principles and procedures which may contribute to the teacher's effectiveness.

T., 4:30-6:15

To Be Announced

**Ed 774 Introduction to Community-Junior College I (F; 3)**

An examination of the history, values, functions, and purposes of the community-junior college, with attention given to the relationship of the community-junior college to higher education and American society.

T., 4:30-6:15

Michael Anello

**Ed 778 Theories in Student Personnel-Student Development (F; 3)**

An intensive introduction to the literature in student personnel and student development, and related interdisciplinary fields. Basic concepts, philosophies, and current research in the field will be studied and discussed.

W., 4:30-6:15

Mary Kinnane

**Ed 779 Higher Education in Other Nations (S; 3)**

To understand the nature of university systems and to study the relationship of higher education and society in a number of selected countries.

M., 4:30-6:15

Michael Anello

**Ed 791 Projects in Special Education and Rehabilitation (F, S; 1-3)**

Open to advanced graduate students only. Credits to be determined. By arrangement

The Department

**Ed 800 Readings and Research in History and Philosophy of Education (F, S; 3)**

Open only to advanced students in History and Philosophy of Education, with the approval of the chairman of the History and Philosophy of Education program.

By arrangement

The Department

**Ed 802 Seminar in the Philosophy of Education (S; 3)**

Research and reports in selected problems in contemporary educational theory. Open to advanced doctoral students in philosophy of education.

T., 4:30-6:15

Pierre D. Lombert

**Ed 803 Seminar in the History of Education (S; 3)**

Selected problems in the history of education. Open to advanced doctoral students in the history of education.

M., 4:30-6:15

George Woytonowitz

**Ed 810 Seminar in Early Childhood (F; 3)**

This seminar will explore the effects of early experience on cognitive development. The topics will include an analysis of the effects of poverty, social class and racial differences in childrearing, maternal and paternal deprivation and day care. These issues will be discussed from a social and political perspective as well as a psychological one. Various types of compensatory education programs will be evaluated including infant and family intervention programs and headstart.

W., 4:30-6:15

Beth Casey

**Ed 813 Seminar on the Psychology of Parenthood and the Family (F; 3)**

Prerequisite: permission of the instructor

The seminar will focus on such areas of parenting as dealing with values, discipline, responsibility and the development of intellectual, personality, physical and moral characteristics. Parental roles, cooperation, and conflict-resolution will be discussed. Issues in the education of parents, and those who plan to be, will also be considered.

M., 4:30-6:15

John Dacey

**Ed 814 Seminar in the Psychology of Adulthood (S; 3)**

Prerequisite: Permission of the instructor

Topics will include: historical and cross-cultural perspectives; life cycle theory; psychological needs; physiology; interpersonal rela-



## EDUCATION

tions; androgyny; sexuality; vocational needs; generativity; deviant behavior; family life; integrity and aging, facing death; most importantly, the relevance of each to the special educational needs of adults.

M., 4:30-6:15

John Docey

**Ed 820 Projects in Curriculum and Instruction (F, S; 3)**

Prerequisite: Consent of Program Coordinator

Opportunity will be provided for competent students to engage in action research and curriculum construction projects directly related to classroom and school-community needs. Direction includes field observation and consultation by a faculty advisor.

By arrangement

George T. Ladd

**Ed 821 Practicum in Science Education (Independent Study)**

(F, S; 3)

A specialized course for graduate students wishing to carry out supervised independent curriculum development, inservice training of teachers, proposal writing, and/or research in the field of Science Education or related areas. The seminar meetings will be devoted to discussions centering on the various student projects and their implications to each other and the field in general. The student is asked to get the consent of the instructor before registering for the course.

By arrangement

George T. Ladd

**Ed 830 Directed Research in Religious Education (F, S; 3)**

Readings, research and/or project implementation, under direction. Open only to candidates in the Religious Education Institute.

By arrangement 830.01

Rev. Thomas Groome

830.02

Podraic O'Hare

830.03

Glorio Durko

**Ed 836 The Theologian As Teacher (S; 3)**

What shape does education for "critical faith" take in the concrete? This course is designed for graduate students in theology, religious education and pastoral ministry who see teaching as an integral part of their careers and wish to deepen their theoretical and practical foundations as teachers. Includes: Teaching strategies; organizing content into teachable units; Video-tape feedback; supervision; Grading; Teacher/student relationships.

Course will attend to theoretical and practical dimensions; philosophical/theological reflection and actual laboratory experience.

By arrangement

Mary C. Boys, S.N.J.M.

Rev. Thomas Groome

**Ed 841 Seminar in Evaluation & Research in Counseling (F; 3)**

A study of the research on therapeutic approaches and outcomes for a wide variety of client populations. An examination of research on counselor characteristics, expectations and interpersonal skills, the selection of clients for treatment, client variables and preparation and the role of hope and suggestion in psychotherapy and behavior change. Limit 20 students.

T., 4:30-6:15

Bernard A. O'Brien

**Ed 842 Seminar in Counseling Theory (S; 3)**

An investigation of a wide variety of theoretical approaches to counseling. Seminar is focused on helping graduate students integrate research and counseling techniques into a meaningful and appropriate frame of reference for work with her/his clients. Limit 20 students.

T., 4:30-6:15

Bernard A. O'Brien

**Ed 843 Seminar in Career Development (S; 3)**

An examination of theory and research in career development and career decision-making. Opportunities for students to focus in depth on the relationship of career choice to development throughout the life cycle, as well as the special factors influencing the career needs and choices of minority groups such as women and blacks.

M., 4:30-6:15

Diano P. Poolitto

**Ed 844 Seminar in Counseling Supervision (S; 3)**

Prerequisite: Consent of Director in advance

Methods and techniques of supervising counselor trainees in counseling practicum, internship, or in-service training programs. Supervision and training of counseling support personnel. Designed for the advanced graduate student who is planning to become a counselor supervisor or counselor educator.

M., 7:00-8:45

Irving Hurwitz

**Ed 846 Advanced Counseling Practicum-Adolescents (F, S; 3)**

Prerequisite: Consent of Director, Ed 746 or equivalent

Students must sign up in McGuinn 311 at least four months in advance of enrollment. Placements are in off-campus sites and require the student to be available at least two days per week during normal working hours (Mon. - Fri., 8 a.m. - 5 p.m.)

Work under supervision with clients needing counseling for any of the reasons usually occurring in an ordinary high school or college guidance and counseling program or non-school agency. Boston College Counseling majors only.

Fall: Th., 4:30-6:15

Bernard A. O'Brien

Spring: M., 4:30-6:15

To Be Announced

**Ed 847 Advanced Counseling Practicum-Children (S; 3)**

Prerequisite: Ed 747 or equivalent and consent of Francis Kelly

Students must sign up in McGuinn 311 at least four months in advance of enrollment. Placements are in off-campus sites and require the student to be available at least two days per week during normal working hours (Mon.-Fri., 8 a.m. - 5 p.m.)

Work under supervision with children needing counseling for any of the reasons usually occurring in an elementary or junior high school guidance program or in a non-school agency. Boston College Counseling majors only.

Th., 4:30-6:15

To Be Announced

**Ed 848 Supervised Fieldwork in Counseling Children (F; 3)**

Prerequisite: Ed 747 or Ed 847 and consent of Director

One hundred and fifty clock hours of psychodiagnostic and interviewing experience under immediate supervision with children in an approved counseling or clinical setting. Opportunity is provided for participation also in group counseling and therapeutic sessions and in staff conferences. Boston College Counseling majors only.

By arrangement

Francis Kelly

**Ed 849 Supervised Field Work in Counseling Adolescents and Adults (F; 3)**

Prerequisite: Ed 846 and consent of Kenneth Wegner

Three hundred clock hours of psychodiagnostic and interviewing experience, under immediate supervision, with clients in an approved counseling or clinical setting. Opportunity is provided for participation also in group counseling and therapeutic sessions and in staff conferences.

By arrangement

Kenneth Wegner

**Ed 851 Administrative Case Studies (F; 3)**

Prerequisite: Prior approval of Instructor

Case materials from actual situations in school systems will form the basis for discussion. Will emphasize the decision-making function of the administrator.

M., 4:30-6:15

Donald T. Donley

**Ed 852 Administrative Communication (F; 3)**

Presentation of introductory materials on mathematical, social-psychological and linguistic-anthropological theories of communication with a view to the syntactic, semantic, and pragmatic dimensions of each. Treats sender-receiver appraisal, coding, distortion, channels, network, gatekeeping and feedback. Derived from the above, the course synthesizes the communication process into a fundamental tool for the educational administrator at any level.

F., 4:30-6:15

Joseph P. Duffy, S.J.

**Ed 853 Seminar in Finance and Business Management of Schools (S; 3)**

Prerequisite: Ed 452

This seminar will consider in depth the major sources of school financial aid: local, state and federal. There will be special emphasis on the evaluation of the current state aid and federal programs. Students will focus on and observe at first-hand sound business management practices operative in selected school systems. Each student will complete a significant field study in one area of school business management.

W., 4:30-6:15

Vincent Nuccio

**Ed 854 Futurism and Planning (F; 3)**

Planning is emerging as one of the most powerful functions which the educational leader performs. This course emphasizes the planning process, it makes use of prediction methodologies, and explores alternative futures.

T., 4:30-6:15

Ronald Sealey



**Ed 855 Administrative Behavior (S; 3)**

Will study the feasibility of administrative theories for the practitioner and offer opportunities for the practitioner to develop his or her own administrative theory. All administrative behavior is examined against major administrative theoretical frameworks.

Th., 4:30-6:15

Donold T. Donley

**Ed 856 The School as a Community Institution (F; 3)**

Presentation of school as a sub-system within society, pointing up the political, economic, social, value, and cultural forces affecting local school systems. Investigation of various types of response by school systems with emphasis on the community-school concept.

W., 4:30-6:15

Martin P. Donohue

**Ed 857 School Plant Planning and Operation (F; 3)**

Will consider criteria for adequate school plants, building operation and management; the relation between the educational program and school facilities, site selection; building layout; and financing procedures. There will be special emphasis on the evaluation of existing school plants. The course includes visits to new school buildings of special interest.

W., 4:30-6:15

Donold T. Donley

**Ed 859 Projects in Educational Administration and Supervision (F, S; 3)**

Under the direction of a faculty member who serves as Project Director, a student develops and carries to completion a significant field-type study in some area of administration and/or supervision. Open to advanced graduate students only. Approval by the faculty member is required prior to registration.

By arrangement

The Department

**Ed 860 Survey Methods in Educational and Social Research (S; 3)**

Prerequisite: one year of statistics

The design of surveys, including sampling theory, the development of survey instruments, training of interviewers, interviewing, coding, data reduction, data analysis, and report writing.

Offered 1979-80

**Ed 863 Internship in Educational Research (F, S; 1-3)**

Students working toward a degree in Educational Research will be placed in one or more educational research settings to work with local staff and Department faculty in planning, conduct, analysis and reporting phases of one or more projects relating to the evaluation of educational programs.

By arrangement

The Department

**Ed 865 Planning and Conducting Educational Research (F, S; 3)**

A practical study of the principal research tools used by investigators of educational phenomena. The course is open to doctoral students in the Department and is intended to assist students in the selection of a researchable problem, and to provide appropriate knowledge of research strategies and options for data analysis which will be useful in planning and conducting research for the dissertation.

Fall: M., 4:30-6:15

John A. Jensen

Spring: M., 4:30-6:15

John J. Wolsh

**Ed 868 Construction of Attitude and Opinion Questionnaires (F; 3)**

Techniques for the construction and analysis of attitudinal and opinion questionnaires. Consideration of various techniques of attitudinal scale construction, validation, and analysis.

Offered 1979-80

**Ed 871 Issues in American Higher Education (S; 3)**

Examination of some of the major issues confronting American higher education, and of proposals for their resolution. Consideration of problems in such areas as institutional management as well as in the field of social policy.

Offered 1979-80

**Ed 872 College Student Personnel Policies and Practices (S; 3)**

Prerequisite: Ed 778 or Ed 772

A case study approach to the problems and issues facing those involved in working with students and student life.

W., 4:30-6:15

Mory Kinnone

**Ed 873 Seminar in Curriculum of Higher Education (F, S; 3)**

A consideration of principles and development in the establishment of college and university curriculum programs with emphasis on liberal and general education and the interrelationship to special and professional education.

Th., 4:30-6:15

Michael Anello

**Ed 874 Introduction to Community-Junior College II (S; 3)**

Continuation of Ed 774 with emphasis given to issues in the structure, personnel, and administration of the community-junior college.

T., 4:30-6:15

To Be Announced

**Ed 876 Financial Management in Higher Education I (F; 3)**

This course deals with the acquisition and allocation of funds in institutions of higher education. Emphasis is on financial management and includes an introduction to fund accounting; asset management; capital markets and sources of funds; cost analysis; financial planning; and endowment management. Specific techniques used in financial analysis, e.g. break-even analysis and present value techniques, etc. are also included in the course.

Th., 4:30-6:15

Francis B. Componello

**Ed 877 Financial Management in Higher Education II (S; 3)**

This course presumes a basic knowledge of finance and fund accounting. It will deal with the application of financial theory to present day financial problems faced by colleges and universities. Portions of the course will be devoted to financial accounting and information systems; budget construction; long range financial planning; short and long term financing; endowment and investment management; and capital budgeting.

Th., 4:30-6:15

Francis B. Componella

**Ed 879 Seminar on Innovations in the Higher Education of Women (F; 3)**

The seminar will focus on the innovations and transitional phases of women's and men's roles, status, and life styles. Contemporary issues and research will be considered in this study of critical areas affecting higher education, students in the field, administrators, faculty, counselors.

Offered 1979-80

**Ed 881 Seminar in Special Education (S; 3)**

Designed for advanced doctoral students. Concerned with specific problems related to the education of exceptional children as the need and interests of the students dictate.

F., 4:30-6:15

Lawrence Lieberman

**Ed 881.02 Seminar in Special Education (S; 3)**

Open only to students enrolled in the Program for Educators of the VH.

An overview of various theories affecting education of multihandicapped-visually handicapped pupils. Instructional and management implications of these theories in educational settings. Intended to be scheduled near the conclusion of the graduate student's coursework to integrate these theories with knowledge from his or her total program and practicum experiences.

To Be Announced

To Be Announced

**Ed 891 Seminar in Rehabilitation (S; 3)**

For advanced doctoral students. Permits students to meet with and discuss specific rehabilitation problems with specialists in the field of Rehabilitation from agencies and other university programs.

By arrangement

John Eichorn

**Ed 910 Projects in Educational Psychology (F, S; 3)**

Open to advanced graduate students only. Credits to be determined.

By arrangement

The Department

**Ed 911 Seminar in Cognitive Development Within the First Seven Years**

Prerequisite: Permission of the instructor

This course focuses on perceptual and cognitive aspects of the first seven years and the influences that shape such development. Particular emphasis is placed on the Piagetian model.

Offered 1979-80

John Trovers

**Ed 913 Seminar in the Theories of Motivation (F; 3)**

Prerequisite: Consent of instructor

A study of traditional theories (James, McDougall, Freud, Murray,



## 138 / Description of Courses

### EDUCATION

Harlow, Maslow, Cronbach) and contemporary motivational systems (drive-reduction, self-stimulation, approach-withdrawal, arousal and reinforcement). Particular attention will be given to implications for classroom procedures.

Th., 4:30-6:15

John Travers

#### **Ed 914 Theories of Instruction (F; 3)**

Prerequisite: Admission by consent of the instructor.

A survey of the literature concerning theories of instruction, and an investigation of several prominent theories. These would include both philosophical and empirical studies, such as Bruner, Ryans, Flanders, and other contemporary theorists.

M., 4:30-6:15

George T. Lodd

#### **Ed 915 Culture and Psychology (F; 3)**

Prerequisite: Permission of Instructor

This is not a course in social psychology but an examination of the ways in which contemporary psychologies affect and determine contemporary life styles, and how the culture gets the psychology it deserves. A major premise of the course is that psychologists have taken over the job of the theologians and philosophers, and have given us a whole new set of values and guidelines. One avenue to be explored is the possibility that these new values not only fail to mend the social fabric but may serve as the chief cause of its unraveling. The role of Madame Defarge, moreover, can be played as effectively by the "humanistic" psychologists as by the behaviorists.

T., 4:30-6:15

William K. Kilpatrick

#### **Ed 916 Seminar in the Theories of Child Development (S; 3)**

Prerequisite: Permission of Instructor

An examination of the developmental sequence with particular emphasis upon physical, intellectual, emotional, and social aspects. Special attention will be given to particular topics or theories that illustrate either phases of development or emphasize the interrelated nature of development (for example, heredity, language development, socialization).

M., 4:30-6:15

John Travers

#### **Ed 917 Seminar in the Methods of Educational Psychology (S; 3)**

Prerequisite: Admission by consent of the instructor

This course is intended for those nearing completion of doctoral study. The seminar will attempt to synthesize the student's understanding of the relationships between philosophy and methodology in the various areas of the field. Emphasis will be placed on the approaches of psychological research to the major sources of concern in education today, preparing the student to more effectively plan and carry out his or her own dissertation. Not restricted to Educational Psychology majors.

T., 4:30-6:15

John Dacey

#### **Ed 930 Dynamics of Faith and Identity (Core 3) (S; 3)**

Exploration in the psychology of personality, its formation and transformation, through religious experience and participation in communities of faith. Building upon research and theory in faith development, and drawing upon case studies, attention is given to implications for education, counseling, spiritual direction, and family life.

This is a weekend seminar held on three weekends during the months of February, March, and April: February 23-24; March 30-31; April 20-21, on Fridays from 4 to 9 P.M. and on Saturdays from 10 A.M. to 4 P.M.

James W. Fowler III

#### **Ed 952 Seminar in Problems of School Administration (F; 3)**

Guided study and discussion of significant problems confronting the school administrator of today. Individual and group projects require extensive reading in current professional journals as well as considerable time in field visitations. Membership in this seminar is reserved for doctoral students in residence.

Th., 7:00-8:45.

Vincent Nuccio

#### **Ed 953 Supervision II (S; 3)**

Prerequisite: Instructional Supervision I

This course draws from the fields of Organizational Development and Systems Management Theory to develop flat adaptive organizational models for school-system use. Functional linkage networks are employed to move away from the bureaucratic structures which have so characterized schools of the past. Feedback systems are developed to undergird accountability. Students create an idealized

organizational model for a school for the future.

M., 4:30-6:15

William M. Griffin

#### **Ed 954 Administration of the Local School System (S; 3)**

Will consider the duties and problems of the Superintendent of Schools in the areas of the instructional program; staff personnel management; pupil administration; school plant utilization; school business affairs; school-community relations; and the appraisal of school system operations.

F., 4:30-6:15

Joseph P. Duffy, S.J.

#### **Ed 956 Legal Aspects of Educational Administration II (S; 3)**

Prerequisite: Ed 456 or equivalent

A survey of current legal concepts concerning the rights, duties and liabilities of school administrators in such areas as contracts, the management of school funds and property, staff and pupil-personnel administration, tort liability of educational agencies and employees, etc. The major focus is on policy-making decisions at the superintendent and/or principal level.

This is an advanced course to follow Ed 456 and is most useful to principals, superintendents and central office personnel.

Th., 4:30-6:15

Ronald Sealey

#### **Ed 958 Internship in Educational Administration (F; S; 6-3)**

Prerequisite: Ed 951

Doctoral students have a clinical type experience in an administrative role in an urban or suburban school system or other appropriate educational agency. The intern is assigned in an operational decision-making capacity under the direct supervision of an experienced school administrator or project leader. The intern will (1) submit a role proposal, progress reports, and a summary report; and (2) be responsible for reading a prepared list of references; and (3) participate in a weekly on-campus seminar in problems encountered.

958.01 By arrangement (6 cr.)

Joseph P. Duffy, S.J.

958.02 By arrangement (3 cr.)

Martin P. Donahue

#### **Ed 960 Analysis and Design of Educational Research (F; 3)**

Prerequisite: Consent of the Instructor

Intended primarily for doctoral students in the process of developing their dissertation proposals. Students must have identified their research problems and possess the necessary research skills prior to enrolling in the seminar. The major objectives of the seminar are to introduce the student to project planning procedures, to acquaint him or her with the type of research being undertaken by others, and to provide an opportunity to criticize others' proposals and to receive criticism of his or her own.

T., 4:30-6:15

John J. Walsh

#### **Ed 961 Projects in Educational Research and Measurement (F; S; 1-3)**

Open to advanced students only. Credits to be determined.

By arrangement

The Department

#### **Ed 971 Seminar in Administration of Higher Education (S; 3)**

A systematic consideration of the major areas of responsibility faced by the academic administrator: principles and practices are developed through case studies and characteristic problems.

W., 4:30-6:15

Evan R. Collins

#### **Ed 972 Colloquium: Student Cultures and the College Experience (F; 3)**

Prerequisite: Consent of Instructor and Ed 772 or Ed 778

A study and discussion of student cultures and values, the college experience and environment, and their interaction, in American and International settings. Open to advanced students in higher education.

M., 4:30-6:15

Mory Kinnane

#### **Ed 974 Colloqui: Community-Junior College (S; 3)**

An advanced course for students who have had community college experience or are interested in the important issues facing community colleges in the future: the course will deal with problems of enrollment, collective bargaining, vocational technical education, accountability, flexibility of programs, cable T.V. and the use of community resources. Class members may introduce additional issues to be researched and analyzed. Field trips to other community colleges are planned with possible extended overnight trips to New York community colleges.

Offered 1979-80



**Ed 975 Internship in University Administration (F, S; 3, 3)**

Majors in higher education will select an educational research setting in an administrative office on-campus or in an off-campus agency. Under the guidance of a supervisor the student will participate in the day-to-day work of the office submitting a final report of activities.

By arrangement

*Michael Anello*

**Ed 976 Internship in Student Personnel (F, S; 3, 3)**

Designed for doctoral students in student personnel only. The student will intern in appropriate student personnel situations with staff supervision.

By arrangement

*Mory Kinnone*

**Ed 977 Internship in Community-Junior College (F, S; 3, 3)**

For doctoral students in community-junior college only. Field experience in an appropriate two-year educational institution or organization.

By arrangement

*Michael Anello*

**Ed 978 Reading and Research in Higher Education (F, S; 3)**

A directed study of primary and secondary sources to offer the student deeper insight of materials previously studied or in which the student is deficient.

By arrangement

*The Department*

**Ed 981 Supervised Internship: Special Education and Rehabilitation (F, S; 1-3)**

Students serve as interns in local state, federal and/or private schools or agencies under the direction of a faculty member and cooperating personnel.

For advanced graduate students only.

By arrangement

*The Department*

**Ed 988 Dissertation Direction (F, S; 3, 3)**

Prerequisite: Consent of academic advisor

All advanced doctoral students are required to register for six credit hours of dissertation direction.

By arrangement

*The Department*

**Ed 999 Doctoral Continuation**

All students who have been admitted to candidacy for the Ph.D. degree or the D.Ed. degree are required to register and pay the fee for doctoral continuation during each semester of their candidacy. This registration entitles them to the use of university facilities (library, etc.) and to the privilege of auditing informally (without record in the graduate office) courses which they and their advisers deem helpful. Tuition must be paid for courses formally audited or taken for credit.

## English (En)

**En 001-002; 009-010; 013-014; Core English (F, S; 3, 3)**

The general aim is to train the student in the imaginative uses of language through disciplined reading and writing assignments. The student may elect each semester any one of the following versions of the course: English Literary Survey (001-002); Writing and Rhetoric (009-010); Study of Literature (013-014).

*The Department*

**En 090 English for Foreign Students (F, S; 3, 3)**

Repeated Fall and Spring semester. This course is designed to enable Boston College students and personnel whose native language is not English to acquire the fluency and skill in English — speaking, listening, writing, and reading — necessary to function satisfactorily — academically and socially — in the Boston College community.

It is intended for intermediate and advanced students, but NOT for beginning students, or for students whose competence in English is close to that of a native student. Such advanced students should enroll in the regular English courses offered to Freshmen.

A total of eight hours of English a week is available: three hours of class, three hours of language laboratory, and two hours of free tutoring by Boston College students. Extra writing assignments are expected of those who do not attend the language laboratories.

During the Fall Semester, the emphasis is on speaking and listening with understanding, accompanied by reading and writing assignments. The sounds and structures of English are examined. The second semester is a continuation of the first, with a quick

grammatical review, and with greater concern for reading and expository writing.

Freshmen, and other undergraduate students who do not have credit already for a freshman English course, get six credits towards their freshman English requirement upon successfully passing the course (usually done in two semesters, sometimes in three). It is a non-credit course for graduate students, staff, faculty, faculty wives, etc., who receive a grade of Satisfactory (S). The grade (J), "Repeat," is given to an undergraduate who fails to receive a "Pass" (P). No letter grades are given for the course.

Open to off-campus students upon payment of a fee (see the Professor). Free to all Boston College students and personnel.

*Raymond Biggor*

**En 091 Writing Workshop (F, S; 3, 3)**

This course is designed to improve the writing ability of freshman students who find writing difficult and who would be unable satisfactorily to complete the writing assignments of a regular English core course. It offers three credits, but does not fulfill part of the core requirement. Instruction is tutorial; grading is pass/fail. Limited to twenty students.

*Reynold Stone*

## Undergraduate Elective Courses

Sophomore and other upper-class entering English majors are strongly urged to take En 101 and 102.

**En 101.01 Theory and Practice of Criticism (S; 3)**

Basic concepts in literary criticism as they may be induced from poems (tone, imagery, meter, diction), stories (time, plot, character, theme) and plays (staging, interpretation). In addition, problems connected with the study of works by a single author and of works in a literary tradition will be addressed.

*Poul C. Doherty*

**En 101.02 Theory and Practice of Criticism (F; 3)**

A consideration of the implications of critical judgments, an examination of some of the current popular critical positions through discussion of critical essays and an application to appropriate works of art and literature. Short critical pieces will be regularly required of all participants and they will also be used as material for evaluation and discussion.

*P. Albert Duhome*

**En 101.03 Theory and Practice of Criticism (S; 3)**

An introduction to the practice of criticism in literature with some reference to relevant theory. All material will begin on the elementary level. Emphasis will fall on the student's acquisition or refinement of critical skills. Rigorous analysis, divided between discussion and the case-study method, will be stressed.

*Alon Weinblott*

**En 101.04 Theory and Practice of Criticism (F; 3)**

A consideration of the variety of approaches to literary texts. We will read different kinds of criticism (e.g., psychological, generic, structural); we will discuss the meaning of terms like "interpretation," "genre," and "myth;" and we will practice criticizing particularly rich texts, such as Shakespeare's *Hamlet*, Mark Twain's *Huckleberry Finn*, and Henry James' *The Turn of the Screw*.

*Howard Eiland*

**En 101.06 Theory and Practice of Criticism (S; 3)**

A consideration of such critical concepts as context, evaluation, and genre, and of the types of criticism being practiced today. Reading will include literary as well as critical texts, and the course will address itself to practice as well as theory.

*Robert Kern*

**En 101.07 Theory and Practice of Criticism (S; 3)**

Course designed to introduce English majors to significant trends in critical theory and method and to help the student develop analytical skills. During the semester the student will be expected to apply these skills to the examination of specific literary works.

*Rabin Lydenberg*

**En 101.08 Theory and Practice of Criticism (F; 3)**

An introduction to several major theories of literature and to the ways in which these theories have been and can be translated into the practical criticism of poetry, drama, and fiction. Frequent writ-



## 140 / Description of Courses

### ENGLISH

ing assignments will provide students beginning the English major to test their critical skills.  
*John L. Mohoney*

#### **En 101.09 Theory and Practice of Criticism (F; 3)**

On the assumption that a critic, properly speaking, is simply a good reader, the course will emphasize increasing self-awareness regarding one's own activities in reading, interpreting, and judging literature, through the discussion of a small number of works — poems, plays, fiction — in the light of principal modern critical approaches.  
*John McCorthy*

#### **En 101.10 Theory and Practice of Criticism (S; 3)**

This course will attempt (1) to show (and teach) the various skills required in the critical reading of a wide variety of literary works of different genres, and (2) to examine the adequacy of some important twentieth-century critical theories. These two attempts will be made simultaneously rather than successively. Four or five short papers and perhaps a final examination; classes mainly discussions with an occasional lecture.  
*William Youngren*

#### **En 102.01 Studies in Poetry (F; S; 3)**

Designed to train students in reading poems by different authors and from different periods and to discuss some of the connections among them.  
*Anne Ferry*

#### **En 102.02 Studies in Poetry (F; 3)**

Although we will study British and American poems from several centuries, the approach in this course is analytical rather than historical. The goal is to help students improve their understanding of the poetic process — to learn better how to approach and appreciate various kinds of poetry and to cultivate their aesthetic sensibility. Poets studied will be Shakespeare, Marvell, Donne, Keats, Dickinson, Robinson, Frost, Moore, Eliot and Stevens.  
*Glendo Hobbs*

#### **En 102.03 Studies in Poetry (F; 3)**

Practice in the close reading of poetry of all periods, with emphasis on the English and American lyric, but with some attention to dramatic and epic poetry.  
*Doyton Hoskin, S.J.*

#### **En 102.04 Studies in Poetry (F; 3)**

See description for En 102.01, above.  
*Robin Lydenberg*

#### **En 102.05 Studies in Poetry (S; 3)**

This course seeks to sharpen the skills needed for reading poetry and writing about it while conveying a sense of the English poetic tradition through discussion of poems representing principal periods. Designed for but not limited to beginning English majors.  
*John McCorthy*

#### **En 102.06 Studies in Poetry (F; 3)**

"So much depends/upon/a red wheel/barrow/glazed with rain/water/beside the white/chickens." Perhaps a lot, perhaps nothing at all. What do you think? How can you tell? Is the poem (by W.C. Williams) true? Is it beautiful? Is it moral? Is it sincere? Is it therapeutic? Is it a myth? Is it like a painting or a play? Is it about America? Is it about God? Is it any good? Is it a poem? By posing such questions and others, the course will study the inner workings of poems. Emphasis is placed on close analysis and discussion, and on the history of English poetry as seen in ballads, sonnets, meditative poems, nature lyrics, dramatic monologues, etc.  
*Dennis Taylor*

#### **En 102.07 Studies in Poetry (S; 3)**

Close reading of about 25 to 30 English and American poems from the seventeenth to the twentieth century with especial attention to the methods of reading poetry.  
*G.M. Jonssens*

#### **En 102.08 Studies in Poetry (S; 3)**

See description for En 102.01, above.  
*Emily Meyer*

#### **En 115.01 Chaucer: The Canterbury Tales (S; 3)**

A close reading of the Tales, with discussion of the relevant fourteenth century background.  
*Raymond Biggor*

#### **En 115.02 Chaucer (F; 3)**

A close reading of Chaucer's poetry, including *The Conterbury Toles* and *Troilus ond Criseyde*, with discussion of the relevant 14th century background.  
*Richard Schroder*

#### **En 116 Seventeenth Century Authors (S; 3)**

Readings in Donne, Herbert, Browne, Marvell, and Bunyan in the light of their historical, intellectual, theological, and literary traditions.  
*Robert Reiter*

#### **En 117 Black Literature to 1970 (S; 3)**

A critical and historical examination of the literature of black American writers from 1746 to the present, emphasizing changes in the literature's themes and forms and intellectual and cultural backgrounds.  
*Henry Blockwell*

#### **En 120 The Literature of Identity (S; 3)**

The novel about the central character's education, apprenticeship, and growth from childhood to maturity is called the *Bildungsroman* because Goethe's *Wilhelm Meister* established the form so clearly. With its close relative, the autobiography, it has been a characteristic genre of the 19th and 20th centuries. This course will sample both kinds, and use Erik Erikson's description of the process and problems of coming to an identity as an interpretative schema.  
*Joseph Appleyord, S.J.*

#### **En 124.02 Early Medieval Literature (S; 3)**

This course takes as its subject matter not only Western culture from about 500 to about 1200 A.D., but also the problem of what happens to literary themes and forms when two established cultures (Christianized Rome and pagan Germania) clash and fuse to form a distinctive new culture. The course is thus in literary history, with a strong admixture of cultural history. The readings are all in modern English translations, and will include Augustine, Boethius, Beowulf, Bede, *The Song of Rolond*, Icelandic sagas, as well as Old Irish and Old Germanic legends and heroic narratives.  
*Richard Schroder*

#### **En 128 Shakespeare I (F; 3)**

A study of the Histories and Comedies, with detailed analysis of the texts of *Richard II*, *I Henry IV*, *Romeo ond Juliet* and *Twelfth Night*.  
*P. Albert Duhomel*

#### **En 129 Shakespeare II (S; 3)**

A study of the Tragedies and Romances, with detailed analysis of the texts of *Homlet*, *King Leor*, *Mocbeth*, *Antony ond Cleopatro* and *The Tempest*.  
*P. Albert Duhomel*

#### **En 130 Shakespeare I: the Comedies and Histories (F; 3)**

A study of selected major comedies. The course will trace Shakespeare's interest in Renaissance theories of love. Particular attention will be given to *Love's Lobour's Lost*, *A Midsummer Night's Droom*, and *The Tempest*.  
*Joseph Longo*

#### **En 131 Shakespeare II: the Major Tragedies (S; 3)**

A survey of the major tragedies: *Homlet*, *Leor*, *Mocbeth*, *Coriolonus*, *Antony ond Cleopatro*. The course is designed to offer the student of Shakespeare an introduction to the Elizabethan/Jacobean milieu and to the nature of tragedy.  
*Joseph Longo*

#### **En 132 Shakespeare and His Contemporaries (F; 3)**

A study of four to six tragedies by Shakespeare and six by his contemporaries, arranged in pairs or trios for comparison and contrast.  
*Joseph McCofferty*

#### **En 136 The World of Children's Literature I (F; 3)**

An examination of significant creativity, including illustration, produced in over two centuries — with a double appeal to the young and adult audience. Writers include Perrault, the Brothers Grimm, Ruskin, MacDonald, Lear, Carroll, Stevenson, Twain, Wilde, Baum, Barrie, Grahame, Milne, Eliot, Cummings, Faulkner, Jarrell, E.B. White, C.S. Lewis, Thurber, Wilder.  
*Francis McDermott*

#### **En 137 World of Children's Literature II (S; 3)**

Part I is not a prerequisite. Further emphases and new material. Attention will be given to more award winners, to picture books, the fairy and folk tale, children's verse, classic texts. Examined will be such writers as Thackeray, Kingsley, Hawthorne, Alcott, Collodi, Kipling, Tolkien, Forbes, Lawson, Gardner — and many others.  
*Francis McDermott*

#### **En 139 Creative Writing: The Craft and Art of Fiction (F; 3)**

A workshop in the modes of apprehension and presentation of imaginative fiction and its ultimate placement through publication.  
*Leonord Cosper*



**En 149 Milton (F; 3)**

An intensive study of Milton's principal "minor" poems (*Comus* and *Lycids*) and the major works (*Paradise Lost*, *Paradise Regained*, and *Somson Agonistes*) in their historical, intellectual, and literary setting.  
Robert Reiter

**En 150 Romantic Movement in England I (F; 3)**

Studies in the development of Romanticism in nineteenth-century England. The first semester will concentrate on Romantic theories of art and on the poetry and criticism of William Blake, William Wordsworth, and Samuel Taylor Coleridge.  
John L. Mohoney

**En 151 Romantic Movement in England II (S; 3)**

Major figures of the second generation of Romanticism in England. The course will focus on the poetry and theory of Lord Byron, Percy Bysshe Shelley, and John Keats, and on the literary criticism of William Hazlitt. Some attention will be paid to Continental Romanticism.  
John L. Mohoney

**En 158 Early 20th Century (S; 3)**

The format of the course will be lecture-and-discussion. Students will be expected to write one short paper (5-6 pages) analyzing a work of fiction or poetry in terms of the ideas discussed in the course, and one longer paper (10-15 pages) on some broader topic relevant to the course material. There will be a mid-term and a final examination.  
Joseph Appleyord, S.J.

**En 161 Modern Poetry (S; 3)**

Readings in the poetry of Hardy, Frost, Yeats and Eliot.

Anne Ferry

**En 164 Modern Drama I (S; 3)**

A study of the process of artistic development in the work of two important modern playwrights, one American, one British, Eugene O'Neill and Harold Pinter, who between them represent some of the most significant elements in 20th century drama written in English.  
Kristin Morrison

**En 165 Modern Drama II (S; 3)**

A study of the process of artistic development in the work of three important modern playwrights, two British, one American, Bernard Shaw, Samuel Beckett, and Tennessee Williams, who among them represent some of the most significant elements in 20th century drama written in English.  
Kristin Morrison

**En 173 Southern Renaissance In American Literature (F; 3)**

A study of selected major works of American writers of the South. Among those to be read will be William Faulkner, Carson McCullers, and Flannery O'Connor.  
Cecil Tote

**En 179 Studies in Modern British Fiction (S; 3)**

Novels by Conrad, Forster, Lawrence, and Woolf, with special attention to the narrative techniques these writers invented to suggest the nature of inner experience.  
Rosemorie Weiner Bodenheimer

**En 182.01 Major American Writers I (F; 3)**

Four major writers of "The American Renaissance," Hawthorne, Melville, Thoreau and Whitman.  
Cecil Tote

**En 182.04 Major American Writers I (F; 3)**

A study of the American literary tradition as it developed in the 19th century. Readings in the major Transcendentalists (Emerson, Thoreau) poets (Whitman, Dickinson), writers of romantic fiction (Poe, Hawthorne, Melville), realistic writers (Twain, James).  
John H. Rondoll, III

**En 182.08 Major American Writers I (F; 3)**

An introduction to American literature from 1620 to 1860. Bradstreet, Taylor, Edwards, Franklin, Brown, Poe, Emerson, Thoreau, Hawthorne, Melville, and Whitman.  
Poul Lewis

**En 182.09 Major American Writers I (F; 3)**

Readings in classic American literature, with special attention to Cooper, Hawthorne, Melville, Whitman, Dickinson, Twain, and James.  
G.M. Jonssens

**En 183.01 Major American Writers II (S; 3)**

Four major "modern" writers: James, Eliot, Hemingway and Faulkner.  
Cecil Tote

**En 183.09 Major American Writers II (S; 3)**

Readings in some major novelists and poets of the twentieth century.  
G.M. Jonssens

**En 190 Studies in Romance (S; 3)**

Romance as a narrative form concerned broadly with the wanderings of a hero into strange and marvelous places. We will read representative texts, both in poetry and in prose, from various cultures and historical periods: e.g., *The Odyssey of Homer*, Dante's *Inferno* (selections), *Sir Gowain and the Green Knight*, *Don Quixote* (selections), Shakespeare's *The Winter's Tale*, Sterne's *A Sentimental Journey*, Grimm's *Fairy Tales* (selections), *Tales* by Poe, and Joyce's *Ulysses*.  
Howard Eiland

**En 195 Contemporary American Fiction I (F; 3)**

The open techniques, motifs, and multiple meanings of Fabulism: in Salinger, Nabokov, Paley, Vonnegut and Barth.  
Leonard Casper

**En 196 Contemporary American Fiction II (S; 3)**

The neoconventions of Fabulism: in Pynchon, Gardner, Hawkes, Joyce Carol Oates, Ishmael Reed, and Tom Robbins.  
Leonard Casper

**En 198 Poetic Theory (F; 3)**

Traditional and contemporary theories of metre and prosody will be described and analyzed within the framework of modern structural and generative approaches to language as well as from the point of view of (Russian) Formalism. Textual material will be mainly English although texts from any language may be presented by students for analysis in required term papers.  
Lawrence Jones

**En 199 Rhetoric: The Roots of Expression (S; 3)**

A practical introduction to the art and technique of creating clear, orderly and precise written expression in English. Practice will include the writing of term papers, reviews and technical reports.  
Lawrence Jones

**En 205 The Poetry Workshop (F; 3)**

Training and practice in the writing of verse. Instructor and class will serve as a critical audience for the work of each of its members.  
Andrew Von Hendy

**En 214 Major Victorian Writers I (F; 3)**

"We were in one of the periods at which a crust of conventional dogma had formed, like the paleocystic ice of the polar sea, upon the surface of opinion . . . and yet new currents are everywhere moving underneath." A study of the period, 1830-1870, the age of fathers and sons, great expectations and broken windows, the buried life and the dark tower, lotus-eaters and the everlasting no, tradition and revolution. The course will consider the character of each of these four major decades which include major works of Browning, Tennyson, Arnold; Dickens, Thackeray, Trollope, Brontë; Carroll, Newman, Pater; and others.  
Dennis Taylor

**En 215 Major Victorian Writers II (S; 3)**

A study of the period 1870-1900 (with some attention to the pre-war years, 1900-1914), the period of Jekylls and Hydes, looking glasses and pied patterns, the greenwood world and the city of dreadful night, the Yellow Book and the Jungle Book, master builders and the war of worlds. The course will study the character of each of the decades of this period which include major works by Hardy and Hopkins, Meredith and George Eliot, Wilde and poets of the nineties, Gilbert and Sullivan and George Bernard Shaw, the early work of Yeats, Conrad, and Joyce, the later work of the major Victorians (cf. Major Victorian Writers I).  
Dennis Taylor

**En 220 18th Century: Major Authors (F; 3)**

A study of selected writings of Dryden, Pope, Swift, Addison, Steele, and Thomson, with emphasis on the ideas and attitudes expressed, and their social and philosophical implications.  
Daniel McCue

**En 221 18th Century: Major Authors II (S; 3)**

A study of selected major writings of Fielding, Johnson, Boswell, Collins, Gray and Goldsmith, with emphasis on the ideas and attitudes expressed and on the shift from Neo-classic to Romantic ideals.  
Daniel McCue

**En 222 Major Irish Writers (3)**

Selected works of the major figures of the Irish literary tradition will



## 142 / Description of Courses

### ENGLISH

be considered. Emphases will be placed on the twentieth century writers such as Yeats, Synge, Joyce, and O'Casey. *Adele Dalsimer*

#### **En 225 Creative Writing: Fiction (S; 3)**

The purpose of the course is to supply opportunities for students to write short fiction and to receive critical comment as work is in progress as well as when it is finished. *John Sullivan*

#### **En 236 Problems in Criticism (S; 3)**

Careful examination of a number of important statements in contemporary critical theory with a view to understanding the current debate on the nature, purpose, method, and validity of literary criticism. New Criticism, archetypal criticism, literary hermeneutics, structuralism, phenomenology and affective stylistics will all be considered, in isolation and in their literary, philosophical, and linguistic contexts. *Paul C. Doherty*

#### **En 242 Conversion As a Literary Theme (F; 3)**

Religious, moral, intellectual, and political conversion, as a recurrent theme in fiction, poetry, and autobiography. The course will attempt to uncover the basic structure of the conversion experience and to observe its historical variations in literature. *Joseph Appleyard, S.J.*

#### **En 247 Heroines in 19th Century American Fiction (S; 3)**

This course will focus on the concept and dramatization of the heroine in selected fiction by Susanna Rowson, Hawthorne, Howells, James, Dreiser, Charlotte Perkins Gilman, Mary E. Wilkins Freeman and Kate Chopin. Although we will consider the cultural and historical milieu that affected the writers' perceptions of the heroine, primary attention will be paid to the heroines in the context of the literary form the author selects — domestic novel, romanticism, realism, naturalism, regional sketch, etc. American studies as well as literature students are welcome. *Glenda Hobbs*

#### **En 248 19th Century British Fiction (F; 3)**

Close study of novels by Austen, Dickens, Brontë, Eliot, and Hardy, with comparisons of their visions and techniques in a historical context. *Rosemorie Weiner Bodenheimer*

#### **En 252 Crime in Literature (F; 3)**

To be offered jointly with Professor Ben Alper of the Sociology Department. A socio-critical analysis of crime in literature bringing under discussion works by Sophocles, Chaucer, Shakespeare, Dostoevski, Dickens, Dreiser, Capote, Poe, Frost, Wright, and Tey. *John McAleer*

#### **En 256 Writing the Essay and the Article (S; 3)**

Methods of writing non-fiction, with some reading in contemporary writers like E.B. White and George Orwell. Frequent short papers will be required. *Francis Sweeney, S.J.*

#### **En 258 American Fiction 1870-1914 (F; 3)**

A study of selected masterpieces of fiction of the late nineteenth and early twentieth century, with emphasis upon the intellectual and cultural contexts of the writers, their place in American literary history, and their dialogues about fiction and the values of their time. Twain, Howells, James, Crane, Dreiser, Gertrude Stein and Edith Wharton will receive major attention. Writers such as Horatio Alger, Bret Harte, G.W. Cable, Sarah Jewett, Ambrose Bierce, Frank Norris, Kate Chopin, Paul Dunbar, Charles Chesnutt, J.W. Johnson, Jack London, Upton Sinclair, and Willa Cather will receive brief mention. *Henry Blackwell*

#### **En 284.01 Advanced Writing (F; 3)**

This is a practical, not a theoretical, course devoted to the refinement of writing skills and the development of effective prose style (precise use of words, variety of sentence and paragraph structure, persuasive marshalling of evidence, clear and graceful exposition of thought). The class will meet twice a week, one session occupied with various writing exercises designed to develop specific skills, the other with group analysis and constructive criticism of essays written by members of the class. Prerequisite: a practical mastery of Basic English (correct grammar, punctuation, etc.). Enrollment limited to 15. Permission of instructor is required and should be secured before the day of registration. *Kristin Morrison*

#### **En 284.02 Advanced Writing (F, S; 3)**

See course description for En 284.01, above. *John Fitzgerald*

#### **En 284.03 Advanced Writing (F; 3)**

A course designed to develop clarity, brevity, and vigor in the writ-

ing of expository and persuasive prose. Oriented toward, but not limited to, business applications. Frequent writing exercises will be required. *Doniel McCue*

#### **En 284.04 Advanced Writing (F, S; 3)**

Study of effective writing in the natural sciences and social sciences. Stylistic analysis of selected writers. Study of political, philosophical and scientific prose for the purpose of writing clearly and concisely about ideas important to these disciplines. Emphasis on philosophical, stylistic and organizational problems that confront the effective writer in these fields. Readings drawn from a variety of sources selected to aid the study of theory and assist writing practice. List of readings will be posted on instructor's office during registration. *Alon Weinblott*

#### **En 286.02 Tragedy in Drama and Fiction (S; 3)**

This course will look at the "genius of tragedy"; the independent, sometimes radical vision of some Elizabethan dramatists including Shakespeare and of some American and Russian novelists. *Joseph McCafferty*

#### **En 288-289 (Gm 280-281) Goethe's Faust (F, S; 3, 3)**

An interpretation of one of the masterpieces of world literature. The Faust theme in European thought before and after Goethe. The intellectual background of German Sturm und Drang, Classicism and Romanticism: Kant, Hegel, Mozart, Beethoven, Schubert and Schumann. Faust seen in the larger context of Goethe's view of life. Conducted in English. *Heinz Bluhm*

#### **En 360 James Joyce I (F; 3)**

The life and writings of James Joyce up to *Ulysses* will be considered in the course. *Adele Dalsimer*

#### **En 361 James Joyce II (S; 3)**

James Joyce's *Ulysses* will be the primary focus of this course. There will be some consideration of Finnegon's Wake. *Adele Dalsimer*

#### **En 362 (Hs 418) The Politics and Literature of Irish Freedom, 1845-1960 (S; 3)**

This course will examine the interaction of politics and literature during the crucial stages of the movement for Irish Independence. It will pay particular attention to the development of political and literary attitudes and the relationships between such attitudes and objective historical reality. It will draw upon literary and historical readings and lectures in an attempt to integrate the two disciplines and achieve a more sophisticated understanding of Irish culture.

This course is taught jointly and cross-registered with the History Department. *Adele Dalsimer*

#### **En 363 20th Century British Novel (S; 3)**

Some major works of the early part of the century matched with novels they influenced: James, *Whot Moisie Knew* with Bowen, *The Death of the Heart*; Conrad, *Nostromo* with Lowry, *Under the Volcano*; Joyce, selections from *Ulysses* with Beckett, *Wott* and Nabokov, *Pole Fire*. *Andrew Von Hendy*

#### **En 364 Innocence and Experience in American Literature (S; 3)**

The transition from childhood to adulthood has interested American writers from the time of Jonathan Edwards and Benjamin Franklin. This course will study characters who, like Twain's Huck Finn and Faulkner's Quentin Compson, are cast adrift in the world at a young age. Through the efforts of these characters to define themselves, American authors examine the universal experience of maturation and the shifting social worlds in which young people mature.

Brown, Cooper, Twain, James, Dreiser, Anderson, Faulkner, O'Neill and Cummings will probably be among the writers studied. *Poul Lewis*

#### **En 367 Four Fictions: The Uses of Myth (S; 3)**

The appearance of myth in selected modern novels; specifically those of Faustus, Oedipus, Courtly Love, and the Christian Fall in, respectively, *Under the Volcano*, *Sons and Lovers*, *A Farewell to Arms*, and *Lord of the Flies*. *Joseph Longo*

#### **En 368 Literary Biography (S; 3)**

Literary Biography examined as an art form. Subjects will include Johnson, Keats, Dickens, the Brontës, Poe, Twain, Dreiser, Stout,



Dickinson, Emerson, Frost and Lovecraft. Kinds of biography examined will include thesis biography, historical, critical, psychological, muckraking, oral, investigative, interior and grapefruit and the personal memoir.

John McAleer

#### En 369 16th Century Poetry (F; 3)

A study of poetry of Wyatt, Sidney, Spenser, Shakespeare and their contemporaries.

Anne Ferry

#### En 370 20th Century Fiction: The Narrative Self (F; 3)

Reading and analysis of selected twentieth century novels by Hesse, Nabokov, Kerouac, Vonnegut and others in terms of the limitations and advantages of the first-person narrative style.

Mary Jane Connolly

#### En 371 Comedy (F; 3)

While naturally concerned with dramatic comedy, the course will deal principally with the values and perspectives of comic writing in a variety of genres, as represented by works of Aristophanes, Chaucer, Shakespeare, Fielding, Bellow, and others.

Robert Enders

#### En 372 Milton and Blake (S; 3)

A study of major works of Milton and Blake, both as poetic achievements in themselves and also in relation to their sources, their times, and each other, with special emphasis on Milton's effect on Blake.

John Hampsey

#### En 373 The Major Narrative Poems (F; 3)

Major works of three of the great story-tellers of English poetry: Spenser's *Foerie Queene*, Milton's *Paradise Lost* and Blake's *Milton*.

Andrew Von Hendy

#### En 374 The Brontës (F; 3)

A study of all the fiction and some of the poetry of the Brontë sisters. We will study the biography of the family and consider the uses each sister made of shared material.

Michael Ullman

#### En 375 The English Bible in the Renaissance (S; 3)

Developments in biblical translation and interpretation studied in relation to selected literary texts by Shakespeare, Herbert, Milton, and Bunyan. The course will include an orientation to the Bible. Some biblical books will be studied in their entirety (e.g., Genesis, Job, Romans).

Doyton Haskin, S.J.

#### En 376 British Literature of the 1920's (S; 3)

A study of the first generation of post-war writers, this course will consider the growth of modernism. The reading list will include such writers as Woolf, Strachey, Forster, Huxley, Lawrence and Yeats.

Michael Ullman

#### En 390 Reading and Research (F, S; 3, 3)

By arrangement

The Department

#### En 399 Scholar of the College Project

By arrangement

The Department

## ELECTIVE COURSES OPEN TO BOTH GRADUATES AND UNDERGRADUATES

#### En 401 Beckett: Seminar (S; 3)

A detailed examination of the plays, novels, and short fiction of Samuel Beckett, Irish expatriate.

Kristin Morrison

#### En 402 Poe: Seminar (F; 3)

A study of Edgar Allen Poe the author and also the disreputable mythical figure. We will study his poetry and fiction to see, among other things, the extent of his achievement, whether or not he used his mythical image to advance himself, and if so, whether or not it got in his way.

John H. Randall III

#### En 410 Medieval Survey (S; 3)

The aim of the course is to survey the best and significant literature written in English from the twelfth through the fifteenth century (excluding Chaucer). Readings will be mostly in Middle English, with a few modernizations. As much as possible, works will be read completely. Such works as Lawman's *Brut*, *The Owl and the Nightingale*, *The anchoresses' Rule*, *King Horn*, *The Fox and the Wolf*,

*Dame Sirith*, *The Lond of Cokoyne*, *Hondling Sin*, the lyrics, *Sir Orfeo*, the alliterative *Morte Arthure*, Barbour's *The Bruce*, *Piers Plowmon*, *The Pearl*, *Sir Gawain and the Green Knight*, *Confessio Amantis*, the drama, Malory, and the English and Scottish "Chaucerians" will be read, mostly in the original, and discussed. Each work will be looked at for its uniqueness, its literary qualities, and its influence on later works. Relevant cultural and political background will be discussed where helpful. Requires the students' willingness to face the difficulties, real and imagined, of an earlier stage of English head on.

Raymond Biggor

#### En 411 Arthurian Legend (F; 3)

A survey of the story of Arthur as found in the early remains (Nennius, *The Annals of Wales*), Welsh stories (*Mabinogion*), the chronicles (Geoffrey, Wace, Layamon), and the romances (Chretien de Troyes, Wolfram von Eschenbach, the *Gawain Poet*).

Charles Regan

#### En 420 English Renaissance (S; 3)

A survey of the major verse and prose works from the Utopia of Thomas More to the New Atlantis of Francis Bacon with special emphasis, as in the study of the sonnet sequences, upon the evolution of literary forms, and, as in the study of the *Fairie Queene*, upon the complex of ideas which constituted the Elizabethan world view.

P. Albert Duhamel

#### En 425 Medieval Romances (F; 3)

A study of English and Continental medieval romances, with particular attention to the Yvain or *Lancelot*, the *Tristan*, *Sir Gawain and the Green Knight*, and *Le Roman de la Rose*. The course will assess the meaning and impact of the medieval romance.

Joseph Longo

#### En 430 18th Century British Fiction (S; 3)

Survey of the development of the novel in England in the 18th Century with some attention to continental influences. Readings will include works by Defoe, Richardson, Fielding, Sterne, Swift and others.

Robin Lydenberg

## GRADUATE COURSES

#### En 620 Postmodern American Fiction (S; 3)

Techniques, motifs and open meanings of Fabulism: in Vonnegut, Barth, Gardner, Hawkes, Pynchon, Ishmael Reed, Paley, Oates, and Tom Robbins.

Leonard Cosper

#### En 621 Regional American Fiction (F; 3)

Beginning with the 19th century local colorists, we will study writers generally termed "regional." While we will consider such questions as a writer's relationship to his/her locale, the common (and unfortunate) dichotomy of "regional" vs. "universal," and how historical events/cultural milieu can influence an author's intentions, the primary focus will be on the novels and short stories as works of art. Writers studied will be selected among the following: Bret Harte, Hamlin Garland, Sarah O. Jewett, Mary E. Wilkins Freeman, Henry James (*The Bostonians*), Kate Chopin, Willa Cather, Ellen Glasgow, Edith Wharton, Harriette Arnow and Flannery O'Connor.

Glenda Hobbs

#### En 622 American Fiction 1900-1950 (F; 3)

Readings in the major novelists against the cultural and political backgrounds of their times.

G.M. Janssens

#### En 623 Reading Contemporary American Poetry (S; 3)

A study of the varieties of poetry practiced in America since 1950, and a consideration of such schools and movements as Projectivism, the Black Mountain school, Deep Image, Midwest Surrealism, and the New York School, all regarded as attempts to surpass the assumptions of modernism.

Robert Kern

#### En 624 Concord Idealists (S; 3)

American philosophical Idealism of the 19th Century explored in works of Emerson, Thoreau, Alcott, Fuller, Brownson, Hawthorne, Parker, Cranch, James, Dickinson, Very, and Whitman. Notice will be taken of corresponding developments in continental literature.

John McAleer



**En 631 Romanticism in the Later 19th Century I (F; 3)**

A study of the transformations of the Romantic sensibility as manifested in writings of Carlyle, Newman, Tennyson, Browning, Dickens, E. Brontë, and others; in effect, a survey of poetry, non-fiction prose, and some fiction of the earlier Victorian period, roughly the 1830's to the 1860's.

John McCorthy

**En 632 Romanticism in the Later 19th Century II (S; 3)**

A course centering on the critical positions of Arnold, Ruskin, and Pater, and the ramifications of their literary influences: pre-Raphaelitism, Aestheticism, Decadence; poetry and prose of Rossetti, Morris, Swinburne, Hopkins, Hardy, Wilde, early Yeats, and others; in effect, a survey of later Victorian literature from the 1850's to 1900.

John McCorthy

**En 640 Neoclassic Criticism and the Romantic Hamlet (F; 3)**

While focusing on the particular fascination Shakespeare's *Hamlet*—both as dramatic specimen and character study—held for literary theory and culture of the eighteenth and nineteenth century, the course will view such critical fascination as a microcosm of the critical and metaphysical premises which underlay each period. Commencing with an intensive study of the Variorum text of *Hamlet*, the course will undertake a careful reading of the criticism of Coleridge and Dr. Johnson, to name but two figures out of many, to determine in part why (and how) each period recast the play in its own image, and the characteristics of the critical mutations that resulted. Students will be expected to have undertaken a detailed reading of *Hamlet*, either in another course or during the summer prior to enrollment. (The two-volume Variorum edition of *Hamlet*, edited by Horace Howard Furness, in the Dover paperback edition, is recommended.)

Alon Weinblott

**En 650 Modern Tradition (F; 3)**

An investigation of certain key ideas and cultural phenomena of the period 1880-1940, juxtaposed to some representative works of literature of the period. The course will be organized around Ellman and Feidelson's anthology of primary cultural source material *The Modern Tradition*. Literature will include novels of Gissing, Joyce, Woolf, Lawrence, Ford, Huxley, and poetry of Yeats and Eliot.

Joseph Appleyard, S.J.

**En 691 Guided Study: Criticism (F; 3)**

By arrangement

P. Albert Duhomel

**En 692 Guided Study: Criticism (S; 3)**

By arrangement

P. Albert Duhomel

**En 693 Guided Study: Literary History (F; 3)**

By arrangement

P. Albert Duhomel

**En 694 Guided Study: Literary History (S; 3)**

By arrangement

P. Albert Duhomel

**En 700 Old English (F; 3)**

A study of the Old English language through a reading of selected prose and poetic texts — the Alfredian Bede and Orosius, *The Wife's Lament*, *The Seofor*, *The Wonderer*, *The Battle of Maldon*, *The Dream of the Rood* — with assignments in grammar and vocabulary and readings in significant scholarship, with reports.

Open with permission to undergraduates

Charles Regon

**En 704 Problems in Shakespearean Scholarship: Histories and Comedies (F; 3)**

A review of current approaches to the study of Shakespeare illustrated by discussions of the major critical problems to be found in the plays written between 1589 and 1602.

P. Albert Duhomel

**En 705 Problems in Shakespearean Scholarship: Tragedies and Romances (S; 3)**

A review of current approaches to the study of Shakespeare illustrated by discussions of the major critical problems to be found in the plays written between 1601 and 1612.

P. Albert Duhomel

**En 708 17th Century Lyric Poetry (F; 3)**

A study of the themes and conventions in the poetry of Donne, Herbert, Jonson, Marvell and their contemporaries.

Anne Ferry

**En 719 Literary Criticism: Classic to Romantic (S; 3)**

Changing trends in English literary theory and practical criticism from 1660 to 1830. The course will consider the work of six major critics: Dryden, Pope, Johnson, Wordsworth, Coleridge and Hazlitt — and will discuss some of the literary and philosophical roots of the criticism.

John L. Mohoney

**En 721 Milton (S; 3)**

A study of Milton's poetic development.

Anne Ferry

**En 724 (As 724) Graduate Core Colloquium: An Introduction to The Literature of American Studies (S; 3)**

See American Studies section for description.

**En 725 Beowulf (S; 3)**

A close reading of *Beowulf* (about ten weeks) and perhaps one or two other poems, time permitting. Other assigned reading includes analogues to the poetry and important scholarly essays.

Richard Schroder

**En 746 Wordsworth, Coleridge, and Keats (F; 3)**

The development of Romanticism in nineteenth century England. The course will focus on the major poetry and literary theory of Wordsworth, Coleridge, and Keats. There will also be consideration of important historical and philosophical backgrounds.

John L. Mohoney

**En 789 Teaching English at Boston College (F; 3)**

Designed principally for first-year Teaching Fellows in English, this course is intended to help them understand the concept of Core courses and to assist them in the theory and practice of teaching English.

Robert Reiter/John Sullivan

**En 790.02 Bibliography and Method (F; 3)**

A course for first-year graduate students designed to introduce them to the tools of their profession, and to develop their skills in bibliography, scholarship, and criticism.

Richard Schroder

**En 790.03 Bibliography and Method (S; 3)**

See description for En 790.02, above.

Daniel McCue

**En 791 Studies in 19th and 20th Century English Fiction (S; 3)**

Representative works of some major novelists. The works studied will be Austen's *Emma*, Brontë's *Villette*, Eliot's *The Mill On the Floss*, Meredith's *The Egoist*, James' *The Golden Bowl*, Conrad's *Nostromo* and Lawrence's *The Rainbow*.

Andrew Von Hendy

**En 799 Readings and Research (F, S; 3, 3)**

By arrangement

The Department

**En 801 Thesis Seminar (F, S; 3, 3)**

By arrangement

The Department

**En 802 Thesis Direction (F, S; 0, 0)**

A non-credit course for those who have received six credits for Thesis Seminar but who have not finished their thesis. This course must be registered for and the continuation fee paid each semester until the thesis is completed.

**En 840 Doctoral Seminar: Recent Literary Theory (F; 3)**

An attempt to survey (and evaluate) recent work in literary theory. We will start from the work of the "structuralists" and then examine such individual theorists as Frye, Barthes, Derrida, Hartman, de Man, Bloom, Hirsch, and Booth. Two reports and a term-paper (which may grow out of one or both reports) will constitute the written work. No exams.

William Youngren

**En 841 Doctoral Seminar: Henry James and the Art of the Novel (S; 3)**

A study of James's art, theory, and development. The course includes a reading of several of James's major novels (including *Portrait of a Lady*, *The Ambassadors*, *The Golden Bowl*) and shorter works (including *Washington Square* and *The Spoils of Poynton*), to be juxtaposed with James's prefaces. The course may also include a consideration of the influences on James, both American and continental, comparisons of James with his contemporaries, an exploration of the critical tradition of James studies.

Dennis T aylor

**En 998 Doctoral Comprehensives (F, S; 0, 0)**

Doctoral students who have completed all formal course require-



ments and who are in the process of preparing for their Oral Comprehensive Examinations should enroll for this course.  
By arrangement

#### En 999 Doctoral Continuation

All students who have been admitted to candidacy for the Ph.D. degree are required to register and pay the fee for doctoral continuation during each semester of their candidacy. This registration entitles them to the use of university facilities (library, etc.) and to the privilege of auditing informally (without record in the graduate office) courses which they and their advisors deem helpful. Tuition must be paid for courses formally audited or taken for credit.

## Fine Arts (Fa), (Fs)

### Art History

#### Fa 101-102 Introduction to Art History (F, S; 3, 3)

#### Fa 103-104 Art History Workshop (F, S; 3, 3)

The related courses provide a basis for intelligent understanding and enjoyment of the arts. The major monuments of western art from ancient times to the twentieth century are discussed and considered in relation to the larger historical and cultural framework in which they were created. The class meets twice weekly for lectures and once in small discussion sections. Class assignments include the study of significant works of art in Greater Boston. The concurrent Art History Workshop (Fa 103:104) offers practical experience with and insight into some of the chief technical and aesthetic questions facing the artist both in the more distant and recent periods. Students taking Fa 101-102 are strongly urged to elect this studio course, which meets once a week. (Departmental majors, please consult requirements).  
The Department

#### Fa 107 History of Architecture (F, S; 3, 3)

The evolution of architectural styles in the western world. Consideration will be given to the historical, religious, social, political and structural problems that influenced development of those styles.

Josephine von Henneberg

#### Fa 151 Modern Art (F, S; 3, 3)

An introduction to art in the western world from the late eighteenth century to the present. The work of some of the major painters and sculptors will be seen in relation to the contemporary cultural and political ferment which helped to shape it whilst being shaped by it in turn. Emphasis is placed on French, English and German painters and sculptors. Among those included are: David, Ingres, Constable, Monet, Van Gogh, Gauguin, Matisse, Picasso, Kandinsky, Mondrian, Duchamp, and Dali.

The Department

#### Fa 172 African Art (S; 3)

The traditional arts of sub-Saharan Africa are charged with an emotional intensity and clarity of form that the art of few other cultures can match. This survey will present African sculpture as the visible expression of a complex transcendental world of African philosophy and religion. Architecture and textiles will also be discussed in the context of "tribal" life.

Kenneth Craig

#### Fa 181 History of the European Film (F; 3)

From a close study of various European films one detects certain patterns which are in retrospect designated as movements. Utilizing a survey approach, the course examines the principal movements of Expressionism in Germany, Neo-realism in Italy, and the New Wave in France with an occasional maverick film that becomes monumental in the history of cinema. Lectures, readings, and discussion will reinforce the multiple viewings of films.

John Michalczyk, S.J.

#### Fa 182 The Documentary Film (S; 3)

A film is not created in a vacuum, but represents the historical, social, economic and political milieu from which it emanates. The documentary works of the masters — Flaherty, Resnais, Ivens, Capra and Riefenstahl — will serve as an indisputable witness to these complex zones in our contemporary culture.

Offered 1979-80

John Michalczyk, S.J.

#### Fa 211 Cl 212) The Art of the Greek & Roman World

The course will concentrate on major monuments of the Greek and Roman World after a brief discussion of Egyptian art.

Cornelius Vermeule

#### Fa 212 Roman Art (S; 3)

The art of Rome will be studied in its social and economic context. This course will cover the period from Rome's mythological beginning to the rule of Constantine the Great and the rise of Christianity.

Pamela Berger

#### Fa 214 Greek Sculpture (S; 3)

The sculpture of the ancient Greeks is the visible testimony of one of the great ages of man. Drawing on mythological tradition for its subjects and exhibiting an ever-changing and evolving style, Greek sculpture embodies the highest artistic ideals of the Western world, ideals in which the form and thought of man himself play the leading roles.

Offered 1979-80

Kenneth Craig

#### Fa 221:222 Art of the Medieval World (F, S; 3, 3)

A scrutiny of Early Medieval art in the East and West: Early Christian, Byzantine, Irish, the Carolingian Renaissance, Ottonian Art and early Romanesque Art.

Romanesque, late Byzantine and Gothic Art are investigated in the second semester.

Pamela Berger

#### Fa 225 Irish Art (F; 3)

After a brief view of Irish megalithic art and Celtic art of the La Tène Age in Europe, this course will turn to a study of the original masterpieces in the exhibition *Treasures of Early Irish Art* that will be at the Boston Museum of Fine Arts, Fall 1978.

Pamela Berger

#### Fa 231 The Arts of the Italian Renaissance (F; 3)

The painting, sculpture, architecture of the Renaissance in Italy will be studied from the early fifteenth century in Florence to the sixteenth century in Rome. The lives and works of the principal artists will be discussed as well as their relationships to the patronage of the Medici, the Popes and the princely Courts in Northern Italy.

Josephine von Henneberg

#### Fa 232 Renaissance Art in Northern Europe (F; 3)

Painting and sculpture in France, the Low Countries and Germany from the late fourteenth through the early sixteenth centuries. Emphasis on the roots of fifteenth century art in the International Style, on masters of painting such as Campin, the Van Eycks, Rogier van der Weyden, Hugo van der Goes, Hieronymus Bosch, Grünewald, Dürer, as well as on the sculpture of Tilman Riemenschneider and Veit Stoss.

Kenneth Craig

#### Fa 241 The Age of the Baroque (F; 3)

The arts as a symbol of power: the splendor of Baroque Rome as created by the artists of the Popes, and the grandiose classicism of Versailles under Louis XIV.

Josephine von Henneberg

#### Fa 251 Modern Architecture (S; 3)

The evolution of modern architectural form from late eighteenth century revival styles to individual architects of the twentieth century such as F. L. Wright, Gropius, Mies van der Rohe, Le Corbusier.

Josephine von Henneberg

#### Fa 263:264 (As 363-364) The Arts in America from Colonial Times to the New York School (F, S; 3, 3)

The first semester examines painting, sculpture, architecture as well as furniture and other minor arts created from Colonial times to the Civil War.

During the second semester the subsequent development of the American arts and the intensification of the European impact is discussed. Resources of the Greater Boston area are explored in field trips.

#### Fa 273:274 Far Eastern Art (F, S; 3, 3)

An introduction to the arts of China, Japan and India.

Fall: Chinese art from the Shang Dynasty in the second millennium B.C. to the artistic expressions of exiled mainland Chinese in the twentieth century

Spring: Artistic developments in Japan from the earliest production of the Jomon and Yayoi peoples to the Meiji Restoration of 1868. Survey of Indian arts from the beginning of urban civilization in the Indus valley through the later medieval period.

#### Fa 284 The Eastern European Film (S; 3)

In the films emanating from Eastern Europe prior to and following World War II, several thematic patterns can be detected — a preoc-



## 146 / Description of Courses

### FINE ARTS

cupation with war and Resistance, the absurdity of daily life, political manipulation, progressive dehumanization, and collective heroism. Polanski, Wajda and Lenica from Poland, Kadar, Forman and Menzel from Czechoslovakia, Szabo and Jancso from Hungary, and Eisenstein and Pudovkin from the Soviet Union — all represent various thrusts to the European cinema industry. The films of these directors, often couched in surrealist, historical, and animated allegories, are studied carefully for technique and content and situated in their historical context through parallel readings.

John J. Michalczyk, S.J.

#### **Fa 286 History of Photography as a Fine Art (S; 3)**

A study of photography from the 1830's to the present day in France, England, and the United States. Style and subject matter are emphasized rather than technical processes. The course will consider the work of individual photographers such as Nadar, Talbot, Stieglitz, as well as the reciprocal relationship between photography and modern art.

#### **Fa 288 (RI 362) A Pléiade of French Literary Film Directors (S; 3)**

Seven French novelists evolved from the written word to the celluloid image each in a unique manner. Cocteau, Malraux, Robbe-Grillet, Duras, Giono, Pagnol and Guity made contributions to both media. This course analyzes the technique, content, and characterization in both the cinematic and literary work of art, as in the case of Cocteau's *Orpheus* or Malraux's *Mon's Fote*.

Offered 1979-80

John Michalczyk, S.J.

#### **Fa 290 History of the City (S; 3)**

An examination of various city types, plans, functions, and symbolic meanings from medieval to modern times. Topics include the growth of London, the expansion of Paris and Vienna, colonial capitals such as New Delhi and capitals in developing areas including Brasilia and Chandigarh.

#### **Fa 302 Connoisseurship and Art Criticism (S; 3)**

A course dealing with practical and theoretical aspects of the critical evaluation of works of art. Various significant critical approaches and actual works of art will be examined.

The Department

#### **Fa 322 The Art of Late Antiquity (S; 3)**

This course will examine the complex transition from the culture of paganism through the rise of Christianity. The Jewish heritage of Early Christian Art will be explored as will the impact of the imagery of the mystery religions of Isis, Cybele and Mithra.

Pamelo Berger

#### **Fa 328 Late Medieval Painting (S; 3)**

This course will concentrate on painting from the twelfth to the early fifteenth century, primarily in the North. Illuminated manuscripts, stained glass windows, panel painting and mural painting will be discussed.

#### **Fa 332 The Age of Leonardo, Michelangelo and Raphael (S; 3)**

The "High Renaissance" lasted only a short while, but it produced artists of such unqualified excellence that the age became known through history as one of the high points of western civilization. The lives and works of these men will be examined in detail, with the socio-historical conditions that made their development possible.

Josephine von Henneberg

#### **Fa 333 Venetian Painting (F; 3)**

Giorgione, Titian, Tintoretto, and Tiepolo are some of the most celebrated members of an unbroken painterly tradition that extends from the mid-fifteenth to the early nineteenth century and beyond. The course focuses on the achievements of these masters.

Offered 1979-80

#### **Fa 341 Dürer and His Contemporaries (S; 3)**

Sixteenth century art in Germany and the Netherlands. The rich and sometimes puzzling imagery of the period will be studied against a background of complex artistic and historical influences in Northern Europe. The course will concentrate on leading masters of the era including Dürer, Cranach, Jerome Bosch, and Pieter Bruegel the Elder.

Kenneth Craig

#### **Fa 342 Age of Rembrandt (S; 3)**

The golden age of Baroque painting in Holland will be studied against the historical background of changing patterns in religious

thought, political alliances and patronage throughout Europe. Focus will be on Hals, Rembrandt and Vermeer as well as on the development of genre and landscape.

Offered 1979-80

Kenneth Craig

#### **Fa 343 Art of the Eighteenth Century (F; 3)**

The course examines selected topics such as the spread of Rococo art throughout Europe, the transformations of French classicism, the origins of the Sublime, as well as the development of English naturalism.

#### **Fa 353 The Romantic Era (F; 3)**

The course begins with a consideration of anti-Rococo developments in terms of Neoclassic reform and new moralizing tendencies. Special attention is given to Goya and to David and to the 'Romantic' aspects of Neoclassicism as seen in Canova and Ingres. The diverse phenomena of Romanticism are studied in the art of England, Germany, and France, with attempts to distinguish national characteristics in masters like Blake, Friedrich, and Delacroix. The development of 'Romantic' landscape painting from its eighteenth-century origins through such artists as Constable, Turner, and Corot is also stressed.

Offered 1979-80

Morianne W. Martin

#### **Fa 354 Impressionism and Neo-Impressionism (S; 3)**

This course will emphasize the origins of Impressionism in France with special attention paid to Monet and Renoir. The spread of the style to England and Germany will also be considered. The course will conclude with an assessment of the historical significance of Impressionism as a force acting on subsequent styles.

Marianne W. Martin

#### **Fa 355 From Symbolism to Surrealism (F; 3)**

From an examination of the diverse reactions to Impressionism in the 1880's the course proceeds to a discussion of art nouveau, sculptural trends around 1900, to the rise of Expressionism in France and Germany. The creation of Cubism, Italian Futurism, the evolution of abstract art are traced, and, finally, the anti-rational currents from Dada to Surrealism are analyzed.

Marianne W. Martin

#### **Fa 356 Art Since 1945 (S; 3)**

A study of the history of painting and sculpture from 1945 to the present. Emphasis will be placed on the origins and development of Abstract Expressionism, Pop Art, and Color Field Painting. Some attention will also be paid to the persistence of the Surrealist tradition.

#### **Fa 357 Sculpture in Europe 1850-1940 (F; 3)**

This course will concentrate on the major figures of the period: Carpeaux, Rodin, Matisse, Picasso, Brancusi, Lipschitz and Moore.

#### **Fa 381 The Propaganda Film: From the Aesthetic to the Manipulative (S; 3)**

The film as a celluloid weapon created to move, incite or educate has been utilized socially and politically for more than half a century. This course will differentiate between aesthetic and propagandistic elements in the film by examining a cross-section of films on the international scene—Potemkin, Triumph of the Will, Hearts and Minds, Why We Fight, The Spanish Earth, etc.

John Michalczyk, S.J.

#### **Fa 382 Film Criticism (F; 3)**

James Agee, Andre Bazin, Pauline Kael, Judith Crist, Vincent Canby and Andrew Sarris - each of these critics brings to his or her critique a refined style and individualistic philosophy. Through the examination of a series of films, a careful reading of the above critics, and the use of different styles in written reviews, a more active critical attitude toward the screen experience is created.

John Michalczyk, S.J.

#### **Fa 401 Seminar in Art Historical Research (F; 3)**

The seminar aims to acquaint the student with the bibliography and research methods necessary for scholarly work in art history. The student prepares a substantial research paper under the direction of the professor and presents it orally to the class.

The Department

#### **Fa 403:404 Independent Work (F, S; 3, 3)**

This course may be offered from time to time to allow students to study a particular topic which is not included in the courses that are offered.

The Department



## Studio Art (including Film and Photography)

### Fs 001:002 Introduction to Studio Art I (F, S; 3, 3)

The course, geared to the Liberal Arts student, provides both an academic and contemporary approach to drawing and painting, with elementary and advanced theory of design, composition, and organization. It includes figure drawing from live model, formal structure, introductory anatomy, foreshortening, composition and chiaroscuro in charcoal, conte crayon, pastel and an introduction to color.

The second semester is devoted to the use of various media: oil painting, water color, pastel, conte crayon, and an introduction to modeling in clay. Assignments include review portfolios.

Allison Mocomber

### Fs 101:102 Foundations of Studio Art (F, S; 3, 3)

An introductory course for Studio Majors and others pursuing art seriously. The course focuses on the attitudes and elements that lead to an individual vision and is divided into three parts: drawing during the first semester, painting and sculpture during the second semester. It is a prerequisite for most other studio courses. Each semester's work receives grade and credit as one course.

Michael Mulhern/Andrew Tovorelli

### Fs 107 Calligraphy (S; 3)

Training in manual control and visual design through the use of traditional scripts from the classical Roman period through the chancery hand as a basis for developing a contemporary idiom.

Allison Mocomber

### Fs 171:172 Basic Film-making (F, S; 3, 3)

How an observation can be turned into a vision. Projects in silent film-making: angle, cut, light, take, shot breakdown, and dream. A class for beginners. Equipment is provided.

Lee Schiel

### Fs 173:174 Animation I (F, S; 3, 3)

This course covers a variety of basic animation techniques. We emphasize "hands on" experience in bringing ideas and fantasies to life through animation. Work is done both individually and in small groups.

Ken Brown/Liso Crofts

### Fs 201:202 Figure Drawing I (F,S; 3, 3)

Prerequisite: Fs 101:102 or permission of the instructor.

Studies from the model in charcoal, ink, conte, pencil, mixed media; and through a variety of approaches: contour, gesture, volume, memory, quick and sustained studies, etc.

Michael Mulhern

### Fs 213:214 Printmaking I (F, S; 3, 3)

Prerequisite: Fs 101:102 or permission of the instructor.

As an introduction to printmaking, this course centers around demonstrations and discussions of various etching and engraving methods (hard ground, soft ground, aquatint, liftground, engraving, and a multiple image). It includes discussions of both the historical significance and present use of these more traditional techniques in conjunction with contemporary methods of intaglio (color, cut plates, found objects, viscosity, mixed medium) and relief printing. The focus will be on the print as a vehicle in establishing a personal vision.

Michael Mulhern

### Fs 221 Color (F; 3)

A course concerned primarily with sensitizing the student to understanding, seeing and using color with more subtlety and sophistication. The course has two components: a technical part dealing primarily with color mixture and color interaction; and an intuitive part, consisting of free color studies. Most work is done in gouache and collage.

John Steczynski

### Fs 223:224 Painting I (F, S; 3, 3)

Prerequisite: Fs 101:102 or permission of the instructor.

The course focuses on the acquisition of basic painting skills and on the attitudes, awareness, and satisfactions that accompany this experience. Students will explore still life, figure painting, landscape and abstraction. Although class time is primarily spent painting, there are frequent discussions, critiques and slide presentations of paintings. It is suggested that students have some familiarity with and interest in painting or drawing before electing the course.

Andrew Tovorelli

### Fs 226 Watercolor (F, S; 3, 3)

Prerequisite: Fs 101:102

An introduction to the various materials and techniques of watercolor.

### Fs 233:234 Elements of Architecture I (F, S; 3,3)

Prerequisite: Fs 101:102

An examination of the elements of architecture that distinguish it from other art forms as a physical definition of human activities and institutions. Through a series of short problems and a larger project due at the end of the semester, we examine both the various forces that shape these elements and their possible architectural solutions. Basic drawings — plan, section, elevation, paraline — and model building techniques used in describing these elements will also be investigated.

Jeremiah Eck

### Fs 241:242 Handbuilding (F, S; 3, 3)

Prerequisite: Fs 101:102 or permission of the instructor.

Stress is placed on the basic fundamentals of ceramics as a means for self-expression. The course is conducted through informal talks and demonstrations. These include orientation and exploration of the possibilities of clay and glaze, technical background, history of and experience in all the techniques of handbuilding.

Students are required to spend at least 9 hours a week outside of class time on specific projects.

John Boordmon

### Fs 251:252 Sculpture I (F, S; 3, 3)

Prerequisite: Fs 101:102 or permission of the instructor.

This course will focus on the basic elements of realizing an extended form in space. Discussions, critiques and slide presentations will center around this concept. Although traditional subject matter (the figure) and means (clay, plaster, wood, papier mâché, etc.) will be the mainstay, other elements such as plastics, industrial materials, and constructivist techniques will be introduced. This will provide the student with a broad vocabulary for their personal vision.

Michael Mulhern

### Fs 261:262 Intermediate Photography (F, S; 3, 3)

Prerequisite: Physics Ph 353 or permission of the instructor.

A course exploring the potential of the photographic image for personal expression. Lectures will include a brief history of photography as a creative art, and the class will visit gallery exhibits when appropriate.

### Fs 273:274 Intermediate Film-making (F, S; 3, 3)

Prerequisite: Previous film-making experience and permission of the instructor.

What pictures and sounds do to each other. Projects in sound film-making: dubbing, mixing, interview, dialogue, and inner voice. Equipment is provided.

Lee Schiel

### Fs 275:276 Animation II

Ken Brown

Liso Crofts

### Fs 301:302 Figure Drawing II (F, S; 3, 3)

Prerequisite: Fs 201:202 or permission of the instructor.

Studies from the model with emphasis on the utilization of line as an indicator of the musculature and forms of the body. Various problems of refinement and spatial consideration; i.e., model in relation to Cubist space, architectural space, etc., will be given special consideration.

Offered 1979-80

### Fs 305 Structural Drawing (F; 3)

Prerequisite: Fs 101 or permission of the instructor.

An intermediate course which uses the classical academic drawing tradition as a discipline to integrate intellectual analysis, visual accuracy, and manual control through the rendering of objects. Students are expected to master proportion, perspective, foreshortening, modeling, shading, and spatial rendering in a variety of media.

John Steczynski

### Fs 306 Compositional Drawing (S; 3)

Prerequisite: Fs 305 or permission of the instructor.

An extension of the problems involved in structural drawing with more complex subject matter, more experimental use of media, and stressing the use of the page as a composition.

John Steczynski



**Fs 308 Advanced Drawing (S; 3)**

Prerequisite: Three semesters of drawing or permission of the instructor.

The use of drawing to experiment with a broad range of stimuli and ideas. Pictorial images are developed from the internal needs of the drawing itself rather than from such external considerations as representation, illustration, and expression. *John Steczynski*

**Fs 313:314 Printmaking II (F, S; 3, 3)**

Prerequisite: Fs 213-214

Development of expertise in various intaglio methods of printing, particularly color printing, cut plate techniques, collagraphs and multi-color (relief-intaglio) collagraphs, dimensional prints, etc.

While a number of problems will be introduced, students will be able to choose and explore the methods most congenial to their vision and goals. *Michael Mulhern*

**Fs 323:324 Painting II (F, S; 3, 3)**

Prerequisite: Fs 223:224 or permission of the instructor.

This course is designed for more advanced students who are familiar with the fundamentals of painting and wish to broaden and strengthen this foundation. The format of the course is similar to Painting I but differs in the sophistication and complexity of the painting issues covered. Students are encouraged to begin to work toward more personal means of painting. *Andrew Tovorelli*

**Fs 333:334 Elements of Architecture II (F, S; 3, 3)**

Prerequisite: Fs 233:234 or permission of the instructor.

A continuation of Elements of Architecture I with expanded emphasis on the relationship between architectural elements that make up a community. Students will be expected to examine a full range of architectural determinants including programming, site analysis and design development. Special emphasis will be given to environmental determinants as they affect the design process. *Jeremiah Eck*

**Fs 341:342 Ceramics II (F, S; 3, 3)**

Prerequisite: Fs 241:242 or permission of the instructor.

An investigative approach to the use of clay and glaze with demonstrations and practice of all working processes; i.e., throwing techniques, hand and slab forming, glaze and slip application, and production and firing methods. The aim is to expand the scope of the ceramic experience and to develop individual interest in the medium to its fullest capacity. *John Boordmon*

**Fs 343:344 Ceramics: Wheelthrowing (F, S; 3, 3)**

Prerequisite: Fs 341:342 or permission of the instructor.

Fundamentals of throwing on the potter's wheel. Emphasis is placed on the development of throwing skills, not the acquisition of objects. During the second semester specific projects are given which assist the student in developing throwing skills at an advanced level. Emphasis is placed on design techniques and professionalism. Seminars, lectures, slides, films, and field trips cover what is being done and what is possible in the medium of ceramics. *John Boordmon*

**Fs 351:352 Sculpture II (F, S; 3, 3)**

Prerequisite: Fs 251:252 or permission of the instructor.

This course is designed for the more advanced student who is familiar with the basic elements of sculpture. Although the format will be similar to Sculpture I, specific problems such as environments, serial sculpture, and minimal structures will be introduced to encourage the student to achieve a more individual expression. *Michael Mulhern*

Offered 1979-80

**Fs 356 Soft Forms (S; 3)**

Prerequisite: Fs 101:102

An exploration of both the sculptural problems of form and space through manipulating fabric, string, and related materials, and the conceptual problems inherent in this approach. *John Steczynski*

Offered 1979-80

**Fs 357:358 Welded Sculpture (F, S; 3, 3)**

Prerequisite: Permission of the instructor.

An investigation of various manners of extending forms into space. Various techniques, such as oxy-acetylene and shielded-arc welding will be covered. Although the student will be encouraged to begin where he or she wishes, different projects will be suggested.

**Fs 363:364 Advanced Photography (F, S; 3, 3)**

Prerequisite: Fs 261:262 or permission of the instructor.

This course is designed for those with a strong commitment to still photography as a creative discipline. Students should be prepared to work intensively in an area of their own choosing, with the class acting as a forum for the critique of continuing work.

**Fs 385:386 Independent Work (F, S; 3, 3)**

A course allowing students who have sufficient background to progress to a higher level or in a more specialized area than other courses allow. The student works independently, under the direction of a member of the Department. The final portfolio for the course is evaluated by a group of at least three faculty members. *The Department*

**Fs 424 Painting III (S; 3)**

Prerequisite: Fs 223:224, 323:324

Advanced students who wish to pursue their individual styles of working may elect this course.

Offered 1979-80

*Andrew Tovorelli*

**Fs 485:486 Independent Work (F, S; 3, 3)**

A course allowing students who have sufficient background to progress to a higher level or in a more specialized area than other courses allow. The student works independently, under the direction of a member of the Department. The final portfolio for the course is evaluated by a group of at least three faculty members. *The Department*

*The Department*

**Fs 498 Senior Project (F; 3)**

Required of all Studio Art majors. Directed by a member of the Department and evaluated by departmental review.

NOTE: A nominal laboratory fee is charged in most studio courses.

## Geology And Geophysics (Ge)

Core Program: The CORE course offerings in the Department reflect the view that the planet Earth is the only one we shall ever live upon. This uniqueness requires that we consider the implications of our actions in our environment, whether they be the discharge of pollution, the use of petroleum and other natural resources, or the places in which we choose to live. The physical, chemical and biological factors of our environment home are a complex that affect all of us, some in direct and serious fashion; others in indirect and minor ways. However we view the earth we live upon, we are directly tied to it. The courses that we include for offering as CORE courses include a variety of subjects, approaches, and viewpoints. The variability provides maximum freedom of choice at both introductory and advanced levels, although all presume no prior knowledge of the science. Though you will not become scientists by enrolling in these courses, perhaps you will learn to view our home planet in a different and hopefully, more responsible fashion.

The following courses are intended for fulfillment of the science core requirement and have no prerequisites unless specified. Others may be substituted upon petition and consideration.

An asterisk after a course title indicates that a course carries a laboratory fee.

**Ge 110 Excursions in Physical Geology\* (F; 3)**

An introduction to the operating concepts and processes of our only home and its environment, planet Earth. Simulated field trips will be used in an Audio-Tutorial format to enable the student to experience the physical aspects of geology, and guide much of his or her own development in the subject. One two-hour A-T session and one one-hour quiz section per week. Approximately five general assembly lectures per semester. *George D. Brown, Jr.*

**Ge 120 Excursions in Historical Geology\* (S; 3)**

A sequel to Ge 110, this course will explore the physical development of planet Earth, especially North America and the United States, and the biological evolution of the creatures that inhabit its surface. The Audio-Tutorial format will be used to examine representative or specific areas. One two-hour A-T session and one one-hour quiz section per week. Approximately five general assembly lectures per semester. *George D. Brown, Jr.*



**Ge 150 Introduction to Astronomy\* (S; 3)**

The solar system, the universe, bodies in space, and their origins and relationship are the focus of this course. The Audio-Tutorial format is used to allow for individualized study of selected topics. Two lectures and one two-hour A-T session per week.

Edward M. Brooks

**Ge 160-162 The World of Oceans and Coastal Environments\* (F, S; 3, 3)**

A discovery of the environments of the world's oceans and coast lines. Topics examined include a history of the growth of ocean basins, a description of the landforms and sediments found on the ocean bottom, the characteristics of ocean water, the movement of the water by waves, tides and currents, and the animals and plants that live in the deep and shallow waters. The second part is a study of the evolution, ecology and processes of beaches, coral reefs, estuaries, and deltas-areas where the ocean meets land. Man's effect upon and benefits from each of these environments is stressed.

Two lectures a week. One two-hour laboratory demonstration, film and/or discussion every other week plus two field trips.

Benno M. Brenninkmeyer, S.J.

**Ge 170 Introduction to Meteorology\* (F; 3)**

Description and examination of the properties and characteristics of the Earth's atmosphere. Meteorological instruments, analysis of relationships involving temperature, moisture, wind systems and front, and weather modifications.

Two lectures and one laboratory-conference per week.

Edward M. Brooks

**Ge 180-182 Introduction to Earth Science\* (F, S; 3, 3)**

This course will cover the various disciplines that traditionally are considered as the Earth Sciences, namely, Geology, Oceanography, Meteorology, and Astronomy. The format will include an Audio-Tutorial session each week to present principal aspects of each of the above fields. The course will emphasize the interrelations of these various disciplines and how they influence our existence on earth.

Two lectures and one two-hour Audio-Tutorial session per week.

James W. Ring, S.J.

**Ge 190 Origins of Man (S; 3)**

An introduction to the study of man as a biological creature. Organic in concept, this course will consider evolution, genetics, and the paleontologic record in establishing man's place in the realm of living things. Of particular concern are the primates, from Mesozoic ancestors to the present forms and Homo sapiens.

George D. Brown, Jr.

**Ge 197 The Dynamic Earth (S; 3)**

The focus of this course is the dynamism of the earth as reflected in the "drifting" of continents, the opening of ocean basins, the devastation caused by earthquakes, the eruption of volcanoes, and the formation of mountain ranges. The evidence for the movements of continents and the opening of ocean basins will be examined with the non-science student in mind. The origin of earthquakes and recent advances in their prediction and possible control will be discussed.

One evening lecture per week.

Dovid C. Roy

**Ge 315 Introduction to Pollution (S; 3)**

The emphasis of this course will be on air, noise, and water pollution. One of the purposes of the course is to supply information on the environmental impacts of different energy technologies. The hope is that future choices of energy will take into account not only industrial feasibility and economy, but also minimization of danger to all forms of life as well.

One evening lecture per week.

Edward M. Brooks

**Ge 320 Geologic Hazards, Landslides, and Earthquakes (F; 3)**

The origin of earth materials and several landform features will be reviewed. Its purpose is to prepare the way for the analysis of ancient, modern, and future geologic disasters. The analysis will deal with the type of catastrophe that must have occurred at Helice, Greece, in 373 B.C.; recent disasters such as the Vient dam disaster in Italy and the Alaskan earthquake; and the prediction of earthquakes in China and California.

Two 75-minute lectures per week.

E. G. Bombolokis

**Ge 360 World Climate and Life (F; 3)**

This course is offered to students concerned with the environment. Climate, which controls much of our natural environment, is examined and discussed. The effects of climate on vegetation, agriculture, water resources, transportation, communication, housing, health, and air pollution will be considered. Three lectures per week.

Edward M. Brooks

**Ge 376 Extra-Terrestrial Geology (S; 3)**

Recent manned and unmanned space programs have greatly expanded our knowledge of the moon and nearby planets. This course will examine the "geology and geophysics" of these bodies in light of this new data. Results from the Apollo program will be used to help develop a model for the evolution of the moon. The question of life on other planets, Mars and Venus particularly, will also be considered. Three lectures per week.

J. Christopher Hepburn

The following courses are designed for majors in the Department or in sciences in general. Some courses have prerequisites, others do not. All however, may be taken by students who seek elective credit.

**Ge 130 Physical Geology\* (F; 4)**

An accelerated introduction to the important geologic processes believed to be operating on land, in the Earth, in the seas, on the Moon, and elsewhere. Two lectures and one laboratory-seminar per week; field trips. Intended for Geology & Geophysics majors and Honors Program students; fulfills core science requirement.

J. Christopher Hepburn

**Ge 140 Historical Geology\* (S; 4)**

An intensive study of the development of the solar system, universe, and the Earth, including special reference data bearing upon the origin and evolution of life. Two lectures and one laboratory-seminar per week; field trips. Intended for Geology & Geophysics majors and Honors Program students; fulfills core science requirement.

Dovid C. Roy

**Ge 200 Mineralogy\* (F; 4)**

Introduction to crystallography, structure and crystal chemistry of selected important minerals and the rock-forming silicates. Three lectures and one laboratory per week.

The Department

**Ge 210 Optical Mineralogy\* (S; 4)**

Prerequisite: Ge 200.

Principles of optical crystallography and their application in the identification of minerals, especially silicates, with the polarizing microscope. Three lectures and one laboratory per week.

The Department

**Ge 225 Field Geology\* (F; 4)**

Prerequisite: Ge 130 and 140, or equivalent.

Skill in the systematic study of bedrock exposures is the primary objective of this course. Field and laboratory problems are designed to give the students a variety of experiences in field identification and investigation of rocks and rock bodies, bedrock mapping, and air photo interpretation. Several Saturdays during the first half of the term will be spent in solving field problems.

Dovid C. Roy

**Ge 290 Reading and Research in Environmental Geology (F, S; 3, 3)**

A study of some problem or area of knowledge in environmental geology.

The Department

**Ge 292 Reading and Research in Geology (F, S; 3, 3)**

A study of some problem or area of knowledge in geology.

The Department

**Ge 293 Reading and Research in Geophysics (F, S; 3, 3)**

A study of some problem or area of knowledge in geophysics.

The Department

**Ge 294 Seminar in Geology (F, S; 3, 3)**

Preparation, analysis, and discussion of problems of current interest in geology.

The Department

**Ge 295 Seminar in Geophysics (F, S; 3, 3)**

Preparation, analysis, and discussion of problems of current interest in geophysics.

The Department



## 150 / Description of Courses

### GEOLOGY AND GEOPHYSICS

**Ge 296 Reading and Research in Oceanography (F, S; 3, 3)**  
The Department

**Ge 297 Reading and Research in Meteorology (F, S; 3, 3)**  
The Department

**Ge 305 Structural Geology\* (S; 4)**

Prerequisites: Ge 200; Mt 101; Ph 211 or equivalents.

Features of deformed rocks will be described and related to geotectonics. The origin and development of folds and faults will be analyzed in terms of field data, experimental data, and the principles of rock mechanics. The laboratory will include solution of fold and fault problems by graphical methods employed in field work. Two lectures and one laboratory per week. E. G. Bombolakis

**Ge 310 Introduction to Petrology-Petrography\* (F; 4)**

Prerequisite: Ge 200 or equivalent.

An introduction to the phase relations of the major rock-forming minerals and to the classification, origin, and genesis of the igneous and metamorphic rocks. In the laboratory the student will learn the identification and classification of the igneous, metamorphic, and, to a lesser extent, the sedimentary rocks in hand specimen and thin-section. Three lectures and one three-hour laboratory per week. Field trips. J. Christopher Hepburn

**Ge 330 Principles of Paleontology\* (S; 4)**

An introduction to the study of animal life of the past. Consideration is given to the concept of species, especially the problems of taxonomy of individuals and of populations. Living representatives of the various phyla are compared with fossil forms to offer evidence regarding mode of life, evolutionary development, and ecological environment. Two lectures and one laboratory per week. George D. Brown, Jr.

**Ge 340 Seminar in Regional Geology (S; 2 or 4 credits)**

Prerequisite: consent of the instructor.

A seminar which studies the regional geology of a specific area of North America or elsewhere. One evening meeting per week. Up to 16 students will be selected from the class to participate in a two-four week field trip to the study area. Four credits are awarded to students who complete both seminar and field trip. Oral and written reports are required. The Department

**Ge 350 Regional Geology of North America (S; 3)**

Prerequisites: Ge 130, 140, or equivalent.

A systematic investigation of the physiography, stratigraphy, structural geology, petrology, and distribution of the major geological provinces of North America. Two lectures per week. Readings, oral and written reports. George D. Brown, Jr.

**Ge 391 Introduction to Geophysics (F; 3)**

Prerequisites: Ge 130, 140; Mt 200-201; Ph 211-212

An introduction to the methods of observation and interpretation of geophysical phenomena. Topics include: seismology, gravity and magnetic fields, age determinations, heat flow, and tectonic forces. The Department

**Ge 500 Potential Field Theory (F; 3)**

Prerequisites: Mt 300-301; Ph 211-212

This course will study the vector integral theorems of Gauss, Stokes and Green. In addition, potential methods of solving Laplace, Poisson, diffusion and wave equations under appropriate geophysical conditions will be considered. Two lectures per week. John F. Devane, S.J.

**Ge 505 Micropaleontology\* (F; 4)**

Prerequisite: Ge 330

An introduction to the study of very small but geologically important taxa of the plant and animal kingdoms. Groups studied will include the Foraminifera, Ostracoda, Conodonts, Bryozoa, and Diatoms. Two lectures and one laboratory per week. George D. Brown, Jr.

**Ge 510 Metamorphic Petrology\* (S; 4)**

Prerequisites: Ge 310 or equivalent

The origin and evolution of the metamorphic rocks in the light of experimental and petrographic evidence. Introduction to the principles of phase equilibria. Three lectures and one laboratory per week. J. Christopher Hepburn

**Ge 515 Igneous and Metamorphic Petrology\* (S; 4)**

Prerequisites: Ge 310 or equivalent

The origin and evolution of igneous and metamorphic rocks in the light of experimental and petrographic evidence. Introduction to the principles of phase equilibria. Three lectures and one laboratory per week. The Department

**Ge 520 Sedimentary Petrology\* (S; 4)**

Prerequisites: Ge 130, 140, 310

The petrography and origin of the major sedimentary rock types will be emphasized. The use of mineral and chemical composition together with textural and sedimentary structure analyses to understand sedimentary provenance and depositional environments will be explored in both the lectures and laboratories. Dovid C. Roy

**Ge 530 Marine Geology (S; 3)**

Prerequisites: Ge 130, or 140 or equivalent

Recent geological, geophysical and geochemical information on the ocean basins is examined. Emphases are placed on modern sedimentation and deformation dynamics, and ocean basin history revealed by cored and dredged sediments and igneous rocks, together with seismologic, gravity, heatflow, and magnetic data. Benno M. Brenninkmeyer, S.J.

**Ge 535 Sedimentary Techniques\* (F; 4)**

Techniques in physical-chemical analysis of sediments and sedimentary rocks; analysis of sedimentological data; sampling and sample treatment. Benno M. Brenninkmeyer, S.J.

**Ge 539 Coastal Geology (F; 3)**

Prerequisites: Ge 130, 140

Processes of deposition and erosion of the world's coastline. Topics to be considered are classification of shorelines; sea level changes; beach, paludal, deltaic, evaporite and carbonate environments. Special attention is given to shallow water hydrodynamics. Benno M. Brenninkmeyer, S.J.

**Ge 540 Sedimentary Geochemistry (F; 3)**

Prerequisites: Ge 130; Ch 109-110; Mt 100-101

An introduction to the fundamentals of low-temperature inorganic geochemistry as applied to the formation of sediments and sedimentary rocks. The distribution of elements in the natural environment will be discussed. Elementary thermodynamics and pH-Eh relations will be used to understand processes and mineral assemblages found in natural aqueous systems. Dovid C. Roy

**Ge 545 Engineering Geology I (F; 3)**

Prerequisites: Ph 211 and Ge 305, or equivalents

Emphasis will be given to analysis of problems frequently encountered in the engineering geology of sediments. The problems will include basic processes affecting the mechanical behavior of sediments, time-dependent ground settlement, slope stability, and landslides.

Two 75-minute lectures per week. Offered alternate years beginning 1978. E. G. Bombolakis

**Ge 546 Engineering Geology II (S; 3)**

The engineering geology of rock and related topics will be considered.

Two 75-minute lectures per week. Offered alternate years beginning 1979. E. G. Bombolakis

**Ge 547 Advanced Structural Geology (F; 3)**

Prerequisites: Ge 305 or equivalent

The analysis of failure criteria will be applied to the study of folding, faulting, and intrusion. Several topics of plate tectonics will be treated quantitatively, including earthquake prediction.

Two 75-minute lectures per week. Offered alternate years beginning Fall 1979. E. G. Bombolakis

**Ge 550 Geostatistics (S; 3)**

Prerequisites: Ge 110, 120

Computer Programming Recommended Practical approach to statistical and probabilistic procedures for the acquisition, analysis and interpretation of geologic and ecologic data. Introduction to mathematical models of gaussian and non normal populations. Benno M. Brenninkmeyer, S.J.



**Ge 560 Physical Oceanography (S; 3)**

Prerequisite: Mt 200-201; Ph 211-212

A survey of physical oceanography. The basic laws of fluid mechanics are treated as a background for studies of oceanic processes. The problems of ocean currents are considered, with particular emphasis on the Gulf Stream. Three lectures per week.

Offered: Spring 1979

Edward M. Brooks

**Ge 565 Meteorology (S; 3)**

Prerequisites: Mt 200-201; Ph 211-212

The application of physical laws of thermal radiation, statistics, and dynamics of the atmosphere. Analysis and forecasting of weather in terms of general circulation on a hemispheric scale. Three lectures per week.

Edward M. Brooks

**Ge 570 Seismology I (F; 3)**

Prerequisites: Mt 200-201, Ph 211-212, Ge 305

A basic course in seismology and the utilization of seismic waves. Topics include earthquake effects, world seismicity and plate tectonics, seismic ray theory, seismographs, interpretation of seismograms in terms of phases, epicenter locations, magnitudes, and focal mechanisms, earthquake prediction. Lab work at Weston Observatory.

Two lectures and one laboratory per week. Edward F. Chiburis

**Ge 590-591 Global Geology and Plate Tectonics I and II (F, S; 3, 3)**

In Part I, the background for and concepts of Plate Tectonics are presented. Regional emphasis is upon North American geology and the implication of the Plate tectonics model to the evolution of this continent. Field trips, readings, and a report.

In Part II, the principal focus will be on the geology of the orogenic belts of the world (outside of North America) and their evolution in terms of Plate Tectonic theory. The evolution of the sea floor will also be emphasized. Field trips, readings, and a report. Ge 590 is not a prerequisite for Ge 591.

James W. Skehon, S.J.

**Ge 610 Physical Sedimentation\* (F; 4)**

Prerequisites: Ge 130, Mt 100-101; Ph 211

A study of the physical dynamics of erosion, transport, and deposition of particulate materials in fluid media. Experimental and empirical data on both channelized and nonchannelized flow systems will be examined. Special attention will be given to sedimentary structures and their hydrodynamic interpretations. Three lectures per week.

Dovid C. Roy

**Ge 640 Rock Mechanics (S; 3)**

Prerequisites: Ge 544, or Ge 545, or Ge 547

The principles of rock deformation will be emphasized, within recent studies of rock mechanics problems incorporated in the analysis.

Two 75-minute lectures per week. Offered alternate years, beginning Spring 1980.

E. G. Bombolokis

**Ge 650 Regional Stratigraphy of the Northern Appalachians (F; 3)**

This course emphasizes the application of principles of paleontology, stratigraphy and sedimentation to this important mountain system consisting in part of unfossiliferous, metamorphic layered rocks correlated with those bearing fossils. A research project on a region within the Northern Appalachians is required of each student.

Dovid C. Roy

**Ge 655 Regional Tectonics of the Northern Appalachians (S; 3)**

This course emphasizes the application of principles of structural geology, igneous and metamorphic petrology to this multi-deformed mountain system. A research project is required.

James W. Skehon, S.J.

**Ge 671 Seismology II (S; 3)**

Prerequisites: Ge 500, Ge 570

An advanced course in seismology. Elastic wave theory applied to layered media, body and surface wave solutions of wave equation, dispersion analysis, dislocation theory of earthquakes, seismic source parameters, waves in imperfectly elastic media. Two lectures per week.

Edward F. Chiburis

**Ge 672 Structure of the Earth's Interior (S; 3)**

Prerequisites: Ge 670

Survey of Earth structure and constitution as determined from geo-

physical data, inversion of earth models, driving forces within the Earth, dynamics of plate movement. Discussion will include: results of regional and global seismology, heat flow, gravity, and magnetics. Two lectures per week.

John F. Devone, S.J.

**Ge 673 Geophysical Instrumentation (F; 3)**

Prerequisites: Ge 391 or equivalent

Various geophysical instrumentation systems used in observation and interpretation of geophysical phenomena are discussed. Experiments with such instrumentation systems will be conducted at Weston Geophysical Observatory. Two lectures per week.

The Department

**Ge 674 Geophysical Data Processing (S; 3)**

Prerequisite: Ge 391, Computer Programming

The techniques of convolution, correlation and spectral analysis are applied to seismic, magnetic and gravity data, with emphasis on the theory and construction of two-dimensional filters in the interpretation of gravity and aeromagnetic data.

John F. Devone, S.J.

**Ge 675-676 Exploration Geophysics I and II (F, S; 3, 3)**

Prerequisites: Ge 130, Mt 200-201, Ph 211-212

A practical course in geophysical exploration methods; emphasis is on applications to petroleum and mineral exploration and geoenvironmental work. Field work done in cooperation with Weston Geophysical Research, Inc. Part I covers seismic refraction and reflection methods and emphasizes modern techniques and applications. Part II covers gravity, magnetic, and electrical methods and their theory, instrumentation, data reduction, and interpretation.

The Department

**Ge 680 Gravity (S; 3)**

Prerequisites: Ge 391, Ge 500

Higher order theory of the figure of the Earth; calculation and interpretation of geoidal heights from surface and satellite data; theory and measurement of Earth tides, density distribution and elasticity of Earth's interior from satellite and surface measurements. Two lectures per week.

Edward F. Chiburis

**Ge 685 Geomagnetism (S; 3)**

Prerequisites: Ge 391, Ge 500

Analysis of the Earth's magnetic field in space and time. Origin of the field; secular variation; magnetic storms; micropulsations; electrical conductivity of the Earth; paleomagnetism and its relationship to theories of global tectonics. Two lectures per week.

John F. Devone, S.J.

**Ge 790 Reading and Research in Environmental Geology**

(F, S; 3, 3)

A study of some problem or area of knowledge in environmental geology.

The Department

**Ge 794 Seminar in Geology (F, S; 3, 3)**

The preparation, analysis, and discussion of problems of current interest in geology.

The Department

**Ge 795 Seminar in Geophysics (F, S; 3, 3)**

The preparation, analysis, and discussion of problems of current interest in geophysics.

The Department

**Ge 796 Reading and Research in Oceanography (F, S; 3, 3)**

The Department

**Ge 797 Reading and Research in Meteorology (F, S; 3, 3)****Ge 798 Reading and Research in Geophysics (F, S; 3, 3)**

A study of some problem or area of knowledge in geophysics.

The Department

**Ge 799 Reading and Research in Geology (F, S; 3, 3)**

A study of some problem or area of knowledge in geology.

The Department

**Ge 801 Thesis Seminar (F, S; 3, 3)**

A research course under the guidance of a faculty member.

The Department

**Ge 802 Thesis Direction (F, S; 0, 0)**

A non-credit course for those who have received six credits for Thesis Seminar but who have not finished their thesis. This course



## 152 / Description of Courses

### GERMANIC STUDIES

must be registered for and the continuation fee paid each semester until the thesis is completed.  
The Department

## Germanic Studies (Gm)

### Gm 001-002 Elementary German (F, S; 3, 3)

The fundamentals of German grammar and vocabulary. Practice in listening comprehension and speaking in everyday situations. Exercises in reading and in elementary German composition.

The Department

### Gm 003-004 Elementary Reading German (F, S; 3, 3)

An introduction to German designed to develop reading and translating skills: recognition of grammatical patterns, passive vocabulary building, and German syntax. This is a course geared to students who wish to achieve a reading proficiency either in the Humanities or the Sciences.

Gert Bruhn

### Gm 050-051 Intermediate German (F, S; 3, 3)

Prerequisite: Gm 001-002, or its equivalent.

Further training in active use of the language, with emphasis on reading and conversation. Readings in 20th century German prose, fiction, and non-fiction. German culture and society. Grammar review. Discussion and composition.

The Department

### Gm 120-121 Reading German for History and the Humanities (F, S; 6)

No previous knowledge of German required. The course is designed to build up the student's ability to read German texts in his or her field (history, fine arts, philosophy, etc.) with the aid of a dictionary. Readings will also provide a first-hand look at some aspects of German cultural life.

Christoph Eykmon

### Gm 175-176 Cultural Backgrounds of German Literature (F, S; 3, 3)

The cultural and artistic achievements of German-speaking Europe, from the Middle Ages to the present. Their relation to the major trends and movements in German literature.

Conducted in German.

Offered 1979-80

Voldo Melngailis

### Gm 199 Intensive Reading Course in German (F; 0)

The course prepares the student for either a graduate language reading examination or the standardized Princeton type of test and provides him or her with the ability to read general or specialized material in his or her own as well as related major fields. Note: No previous German is required for this course.

The Department

### Gm 201-202 German Composition and Conversation (F, S; 3, 3)

Prerequisite: Gm 050-051, or its equivalent

This course is designed to improve fluency in spoken German. Short compositions will be written periodically. Course work also includes review of selected difficult areas of grammar (with exercises), systematic vocabulary building, listening comprehension, reading and discussion of newspaper articles, plays, and other texts dealing with current aspects of life in modern Germany.

A required course for German majors.

Christoph Eykmon

### Gm 210-211 History of German Literature (F, S; 3, 3)

Prerequisite: Gm 050-051 (with an honor grade), or its equivalent. An introduction to the study of German literature. Selected texts from the Middle Ages to the 20th century will be analyzed against the background of historical events and European literary movements.

A required course for German majors.

Voldo Melngailis

### Gm 215 German Romanticism (S; 3)

A study of German literature of the Romantic Age as represented in the poetry, prose and philosophical writings of Novalis, Fr. Schlegel, Tieck, Brentano, E.T.A. Hoffmann, Eichendorff, and Kleist, with reference to other authors.

Voldo Melngailis

### Gm 244 Modern Man: Nietzsche to Marcuse (S; 3)

Analysis and discussion of six German treatises in English translation: Friedrich Nietzsche: *Beyond Good and Evil*, Sigmund Freud: *Outline of Psychoanalysis*, Civilization and its Discontents, Max Scheler: *Man's Place in Nature*, Karl Jaspers: *Philosophy of Existence*, and Herbert Marcuse: *One-dimensional Man*.

Conducted in English.

Offered 1979-80

Christoph Eykmon

### Gm 246 Alienation in 20th Century German Literature (S; 3)

This course examines the most pervasive attitude reflected in German literature since World War I — alienation. It places the various literary manifestations of this phenomenon within the context of the cultural, social, economic, and political situation of the times, while paying due attention to the individual modes of thought and expression of the authors involved. Special topics to be considered will be: the impact of war and defeat; the decline of the bourgeoisie; radicalism and totalitarianism; "inner emigration"; the dilemma of modern science; the division of Germany; the crisis of ideology. Texts to be discussed will include works by Thomas Mann, Hesse, Kafka, Brecht, Jünger, Dürrenmatt, Johnson, and Böll.

Conducted in English.

Gert Bruhn

### Gm 271 Thomas Mann (F; 3)

A study of Mann's craft of fiction and his contribution to the modern German novel. Topics to be discussed: art, politics, and the daemonic; romanticism and realism; decadence and progress; Germany as a theme in Mann's novels and essays; the influence of Goethe, Wagner, and Nietzsche. Readings include: Tonio Kröger, *Der Tod in Venedig*, *Der Zouberberg*, and *Doktor Faustus*.

Gert Bruhn

### Gm 280-281 Goethe's Faust (F, S; 3, 3)

An interpretation of one of the masterpieces of world literature. The Faust theme in European thought before and after Goethe. The intellectual background of German Sturm und Drang, Classicism and Romanticism: Kant, Hegel, Mozart, Beethoven, Schubert and Schumann. Faust seen in the larger context of Goethe's view of life.

Heinz Bluhm

### Gm 299 Reading and Research

Supervised reading within specific areas, for the solution of individual problems of research. This course may be taken only with permission of the chairperson.

By arrangement

The Department

## History (Hs)

### University Core Course

The University Core Requirement is a two-semester sequence in Modern European History (1500 to the present). All History Courses numbered between 001-2 and 093-94 fulfill this requirement. All courses cover a number of common themes; the following descriptions emphasize the particular approach of each course to the history of Europe since 1500.

### Hs 001-002 Cultural and Institutional History of Europe Since the Renaissance — Intensive (F, S; 3, 3)

This course, though intensive and demanding, is designed for any student interested in tracing the evolution of western society to the present day. It presents an interpretation of the broad lines of historical development by focusing primarily on Western Europe. It explains that the expansion of European power and influence which began in the 16th century and continues to this very day altered, for good or ill, the history of the world. Special emphasis will be paid to the social, political and institutional stresses and changes, with attention also to the relation of these factors with the world of ideas and the arts. Special topics will include the rise of absolute states, warfare and diplomacy in the ancient regime, the Enlightenment, the French Revolution, the search for new authorities as represented by the ideologies of conservatism, liberalism, communism and fascism.

Raymond T. McNolly

Thomos W. Perry

### Hs 005-006 Social, Economic and Industrial Development of Modern Europe (F, S; 3, 3)

This course places most emphasis upon social and economic changes in Western Europe. It will concentrate on such topics as pre-modern and modern social structures; the impact of demographic changes; the modifications of society introduced by the



growth of capitalism; the origins of modern industrial society and the attendant development of the modern state; the growth of cities and social dimensions of modern life. Throughout the year, the course will emphasize the relationship between social changes and intellectual trends and developments.

L. Scott Von Doren  
Poul Spagnoli

**Hs 009-010 Honors Survey of European History from 1300 to 1945 (F, S; 3, 3)**

This course will have somewhat more reading and discussion than the regular core course. The first semester, covering the period from 1300 to 1815, concentrates on cultural history (Renaissance), religious history (Reformation), social and political history (1600-1789) and the French Revolution. The second semester will see an emphasis on the history of ideas (Conservatism, Liberalism, Communism, Fascism and Nazism).

Somuel Miller

**Hs 011-012 Political and Social History of Modern Europe (F, S; 3, 3)**

This course will survey the major developments in Europe from the Renaissance. Emphasis will be placed upon social and political developments, particularly as seen through the Renaissance. Reformation, overseas expansion, and the formation of modern states. The interesting theme for the second semester will be the conflicting demands of individual liberty and social need in the period since the French Revolution with particular reference to industrialization, the European state system, imperialism, World War I, and the rise of dictatorships culminating in World War II.

John Willis, S.J.  
To Be Announced

**Hs 015-016 Cultural History of Modern Europe (F, S; 3, 3)**

This course seeks to examine the interactions of the persons, ideas, institutions and movements which have shaped the European Experience from the Renaissance through the Reconstruction of Europe after World War II. During the first semester, man's changing concept of himself and his world will be treated with special emphasis on the Renaissance and the Reformation, the discoveries of explorers and scientists, the Enlightenment and the French Revolution. During the second semester, the integrating theme will be the conflicting demands of individual liberty and social welfare, with particular reference to industrialization, imperialism, the first and second world wars, totalitarianism and the rebuilding of Europe since 1945.

Rev. Francis Murphy

**Hs 019-020 Political and Intellectual History of Modern Europe (F, S; 3, 3)**

This course presents an interpretation of Western Society from the Renaissance to the present day. Particular emphasis will be placed on the political, intellectual, and economic transformation of Modern Europe. Topics will include the transition from an agrarian to an industrial economic and social system, the emergence of centralized nation-states, the challenges to religious and political orthodoxy; the heritage of wars and revolutions, the intellectual adjustments of Western man to a changing material and social environment. The second semester will particularly stress the search for a new authority, as found in the ideologies of conservatism, liberalism, socialism, nationalism, imperialism, and the various manifestations of totalitarianism (communism and fascism). The course will conclude with discussions of the two major wars and the development of the Cold War.

To Be Announced  
Morjorie Forror

**Hs 023-024 Social and Cultural History of Europe (F, S; 3, 3)**

Around 1400 Europe began to depart from past patterns of life and brought its new powers to bear on the rest of the world. The course focuses on major social and cultural changes through which Europe between the Renaissance and the present moved from traditional to modern life. Emphasis is placed on two processes: the inter-action between those who sought change and those who resist it; and the ways in which this continuing conflict shaped Europe's political and cultural experience. Attention is given to intellectual and artistic developments as key forces in the transformation of the west.

To Be Announced  
Poul Breines

**Hs 027-028 Political and Cultural History of Modern Europe (F, S; 3, 3)**

A survey of the major political, diplomatic and cultural develop-

ments of modern European history since 1500. The first semester will cover events through the French Revolution, and the second semester will discuss issues through the Cold War.

Alon J. Reinerman

**Hs 041-042 Cultural and Social History of Modern Europe (F, S; 3, 3)**

A survey of the major cultural, political, and social developments of modern Europe, first semester will concentrate on events through the French Revolution, and the second semester will continue the discussion to the Cold War.

Kevin O'Neill

**Hs 045-046 European Social and Political Evolution (F, S; 3, 3)**

European social and political history from 1500 to the present. Special emphasis will be placed on nation-building, European expansion, alternate economic systems, the role of the lower classes, the impact of military technology, the persecution of minority groups, the revolt of the colonies and the changing position of women. The regional interests of the instructors — Spain in the first semester and Russia in the second — will be highlighted as warranted by the historical roles of these nations in the periods under study.

To Be Announced  
Roberto T. Monning

**Hs 055-056 The Formation of Modern Society: Europe and America (F, S; 3, 3)**

A comparative investigation of the political and social transformation of Western Europe, North America and South America since 1500. Topics to be covered include the structure of "traditional" European and pre-colonial Amerindian societies, the impact of European expansion on the Americas, pre-industrial modernization in the 17th century and political revolution in the 18th century. During the second semester, the course will focus on the industrial revolution, the colonial heritage of North and South America, alternatives and resistance to liberal democracy, and the 20th century confrontation between "forces of order" and "forces of change."

J. Alon Rogers  
Peter Weiler

**Hs 067-068 Europe and Africa since 1500 (F, S; 3, 3)**

This course seeks to do three things: trace the main trends of European history, compare selected trends in Europe and Africa, examine the development of enduring cultural, political, and economic ties between Europeans and Africans. The first semester gives special attention to the slave trade. In the second semester emphasis is given the development and dismantlement of the colonial system.

David Northrup  
Shirley Jackson

**Hs 071-072 Europe Since 1500 (F, S; 3, 3)**

This course is a survey of European history since the Renaissance, emphasizing developments in Europe's cultural and intellectual life. It centers on inquiries into the social and political basis of the modern state. During the first semester, special topics will include the Renaissance, the origin of the modern state, the revolution in science, the art and literature of the Baroque and the Enlightenment. The second semester begins with the French Revolution and includes such topics in 19th and 20th century history as liberalism, socialism, romanticism, and modern social and political developments.

To Be Announced

**Hs 081-082 Europe Since 1500 (F, S; 3, 3)**

These sections of the European survey meet in smaller groups (30-35) three times a week. In general, they are surveys of European history since the Renaissance, emphasizing developments in Europe's cultural and intellectual life. All center on inquiries into the social and political basis of the modern state. During the first semester, special topics will include the Renaissance, the origin of the modern state, the revolution in science, the art and literature of the Baroque and the Enlightenment. The second semester begins with the French Revolution and includes such topics in 19th and 20th century history as liberalism, socialism, romanticism, and modern social and political developments.

To Be Announced

**Hs 083 Europe from 1789 to the Present (F; 3)**

This one semester course is equivalent to the second semester of Europe Since 1500 but will be offered in the fall instead of the spring for those students who may already have fulfilled the first semester of the core requirement in history or who may have transferred into



## 154 / Description of Courses

### HISTORY

Boston College with previous history credits. The course will begin with the French Revolution of 1789 and then pay specific attention to the political, social, and diplomatic developments of modern Europe. Major topics will include liberalism, imperialism, the making of war and peace, and the origins of the Cold War.

To Be Announced

#### **Hs 084 Europe from 1500 to 1789 (S; 3)**

This one semester course is the equivalent to the first semester of Europe Since 1500 and will be offered in the spring instead of the fall for those students who, because of scheduling difficulties or transfer, may wish to begin the first half of the core requirement in history in mid-year. Special attention in the course will be given to the social and economic changes caused by European transition from an agrarian to a capitalistic system. Themes will include "state building," that is the emergence of nation states and the creation of centralized governments, the challenges to political and religious orthodoxy, and man's changing concept of his material and social environment.

To Be Announced

#### **Hs 091-092 Western Civilization (F, S; 3, 3)**

This two-semester sequence presents a broader survey of Western Civilization for those students interested in a study of European history from the birth of Christianity to the present. The particular emphasis in these courses will be on the evolution of modern political thought, especially as manifested in the rise of the nation-states of Europe. Students who begin this sequence may not transfer into any other course for the second semester; similarly, students who have begun their core in one of the Europe since 1500 courses may not transfer into Western Civilization during the second semester.

Joseph Glovin, S.J.

#### **Hs 093-094 Europe 800-1789 (F, S; 3, 3)**

This core course covers a millennium in which many leading features of European society emerge. The first semester concerns the period from 800 to 1300 and will begin with a discussion of Charlemagne's Empire and recognizable European patterns in Carolingian times. It includes thereafter the destructive effects of 9th century invasions; the emergence of feudal institutions; the economic, political and religious recovery; the 12th century revival of law and rediscovery of the state. The second semester extends from the Renaissance to the French Revolution. After a brief consideration of some Renaissance developments, considerable time and attention will be paid to the Reformation, which will be treated as a theological phenomenon. The remainder of the second semester covers the period from the cloture of the Council of Trent to the beginning of the French Revolution. The material will be treated as political history around two topics: the foundations of Absolutism and its institutions, and Absolutism in the 18th century and how it differed from and was similar to the 17th century variety.

William M. Doly  
Somuel Miller

## Undergraduate Electives for Non-Majors

All courses above 100 require as a prerequisite the successful completion of the University Core (Hs 001-002 through Hs 098-099). Most of the following electives though taught as year courses may be taken for one semester only. Students should consult the department or the individual professor for advice.

#### **Hs 113 Age of Elizabeth (F; 3)**

Prerequisites: Any two semesters of Hs 001 through Hs 098.

Elizabethan England was a society replete with contradictions. It was expansionist, scholarly, extravagant, parsimonious, somber and boisterous. The Queen both symbolized and governed this society. This course will examine the England that Elizabeth inherited from her Tudor ancestors and the extent to which she changed or maintained it. Special emphasis will be placed on the role of literary and intellectual figures from More to Marlowe as they reflected and influenced the world in which they lived.

Morie McHugh

#### **Hs 115 A Cultural History of the Irish People (F; 3)**

Prerequisites: Any two semesters of Hs 001 through Hs 098.

A survey of the last four centuries of Irish History and civilization, designed for students who want to explore the economic, social, and literary evolution of modern Ireland.

Kevin O'Neill

#### **Hs 121-122 American Heritage (F, S; 3, 3)**

Prerequisites: Any two semesters of Hs 001 through Hs 098.

A survey of the major events in American history from the founding of the New World to the present. The first semester will focus on the colonial period, the American Revolution, the National Period, the Age of Jackson and the Civil War and Reconstruction. In the second semester, particular attention will be paid to the growth of industrial America and its consequences, the role of the black man, the origins and consequences of two world wars, and the complex developments since 1945. Both semesters will rely upon extensive readings and stress political, social, and diplomatic events.

This course is for non-history majors. History majors should enroll in the equivalent course Hs 181-182.

Thomas H. O'Connor  
Andrew Buni

#### **Hs 130 History of Boston (S; 3)**

Prerequisites: Any two semesters of Hs 001 through Hs 098.

A survey of Boston from the 1820's to the present as it has changed from a town to a city to a metropolitan center. A full range of topics will be covered (aided by guest lecturers) including the city's physical growth, political conflicts, social structure (immigrant and Brahmin), literary achievements, architectural splendor, economic growth, social turmoil, and contemporary problems. The course will emphasize the traditions and changes that have made Boston the influential and exciting place it is and how and why the diverse population has responded.

Allen M. Wokstein

#### **Hs 136 Myth and Superstition (S; 3)**

Prerequisites: Any two semesters of Hs 001 through Hs 098.

This course will study the impact of the non-rational beliefs upon men and events of each period and examine their causes down to the present. Stress will be placed upon the lives and role of the more famous astrologists, oracles, chimorancers, sorcerers, and alchemists. The causes of manifestations such as witchcraft, vampirism and lycanthropy will be examined. A portion of this course will be devoted to folkloric beliefs and their historical relevance. The literary interpretations of such myths will also be included.

Radu R. Florescu

#### **Hs 140 European Unification (S; 3)**

Prerequisites: Any two semesters of Hs 001 through Hs 098.

This course will examine the quest for European unification in the wake of World War II. After a brief consideration of the concept of Europe, attention will focus upon: The Marshall Plan and the rebuilding of Europe; the impact of the Cold War; the building of the Coal and Steel Community; the various stages of the development of the European Common Market; and the problems and prospects of the political unification of Europe.

Rev. Francis Murphy

#### **Hs 145 Dracula to Stalin (F; 3)**

Prerequisites: Any two semesters of Hs 001 through Hs 098.

An historical study of the tactics of terror from the real Dracula through Ivan the Terrible to Joseph Stalin. Through concentration upon primary source materials an attempt will be made to analyze the use of terror as a means of legitimizing political power. Myth will be separated out from historical data.

Raymond T. McNolly

## Electives for Non-Majors and Majors

#### **Hs 153 History of China (F; 3)**

Prerequisites: Any two semesters of Hs 001 through Hs 098.

A survey of the major events that shaped the development of modern China.

Silos Wu

#### **Hs 154 History of Japan (S; 3)**

Prerequisites: Any two semesters of Hs 001 through Hs 098.

A survey of the major events that shaped the development of modern Japan.

Silos Wu

#### **Hs 161 Greek History (F; 3)**

Prerequisites: Any two semesters of Hs 001 through Hs 098.

A history of Greece from the earliest times to the flowering of classical antiquity.

To Be Announced

#### **Hs 164 History of Rome (S; 3)**

Prerequisites: Any two semesters of Hs 001 through Hs 098.

The rise of Rome to World Domination with emphasis on politics and culture of the Republic and Empire.

To Be Announced



**Hs 165-166 Medieval European History (F, S; 3, 3)**

Prerequisites: Any two semesters of Hs 001 through Hs 098.

Europe from its emergence as an identifiable society in post-Roman times to the beginning of the age of Humanism and world exploration. Political, economic, religious, and cultural developments will be studied as inter-related aspects of the increasingly dynamic society which, after overcoming its setbacks in late medieval times, was to galvanize world history.

*William M. Daly*

**Hs 181.01-182.01 The Literature and Techniques of American History (F, S; 3, 3)**

Prerequisites: Any two semesters of Hs 001 through Hs 098.

This course will examine the broad sweep of American ideas and institutions in the context of how the historian goes about his or her task of reconstructing and interpreting the past. It is designed to perform the dual purpose of familiarizing the student with the variety and richness of American History and equipping the student with the tools to analyze ambiguous evidence.

*Mork Gelfond*

**Hs 181.02-182.02 American Civilization (F, S; 3, 3)**

Prerequisites: Any two semesters of Hs 001 through Hs 098.

A survey of the political, social, economic, and intellectual developments that have shaped and influenced the growth of the United States from a colonial appendage to a world power. Based upon a sound foundation of the framework of American history this course will give students insights into the institutions, society, economy, and ideas upon which American Civilization is founded. Consideration will be given to continuity, change, and conflict in American Society. This course is primarily for majors, and although non-majors are admitted their attention is directed to Hs 121-122 (American Heritage).

*Andrew Buni*

*J. Alon Rogers*

*Allen M. Wokstein*

*The Department*

**Hs 201 Urban Affairs Symposium (S; 3)**

Prerequisite: Completion of one of the following or their equivalent: Ec 394, Hs 565, Po 311, Sc 175.

This course provides the core of the Urban Affairs concentration and is required of those students in the program. The purpose of the course is to bring together students, faculty, and practitioners, from a wide variety of disciplines and endeavors, to address the problems currently facing our metropolitan centers. Problems such as urban unemployment and poverty, political fragmentation, housing and transportation will be considered. Such problems shall emerge and response will be designed in the context of a "gamed" environment in which students take on roles and actions which a simulated city would require. Through the use of gaming simulation techniques in conjunction with the usual lectures and discussion groups the integrated and "interdisciplinary" nature of urban phenomenon will emerge. Hopefully, solutions to urban difficulties which remain hidden from the restricted vision of single disciplines will appear.

*The Department*

*Martin Lowenthol*

*Allen M. Wokstein*

**Hs 207-208 Mid-East (F, S; 3, 3)**

Prerequisites: Any two semesters of Hs 001 through Hs 098.

A study of the emergence of the modern Middle East (including the Arab states, Turkey, and Iran) and its importance to the rest of the world, beginning with the Islamic conquest, continuing through the period of the Ottoman Empire, and emphasizing the long-standing struggle for supremacy of the area in the 19th and 20th centuries, from the classical Eastern Question to the current tensions over control of the Mediterranean and the Persian Gulf. Problems in the establishment and evolution of Israel will be emphasized second semester.

*To Be Announced*

**Hs 218 Georgian England in the Eighteenth Century (S; 3)**

Prerequisites: Any two semesters of Hs 001 through Hs 098.

Political, social and cultural history of England in the so-called Augustan or Georgian age (1689-1793). Readings in the literature and thought of the period, as well as political and social history. No previous courses in English history are required.

*Thomos W. Perry*

**Hs 225 The French Revolution (F; 3)**

Prerequisites: Any two semesters of Hs 001 through Hs 098.

This course will analyze the origins, progress, and consequences of

the Revolution, with emphasis throughout on social, economic, and political developments.

*Poul Spognoli*

**Hs 234 Peacemaking: From Machievelli to Kissinger (S; 3)**

Prerequisites: Any two semesters of Hs 001 through Hs 098.

This course will study important attempts at peacemaking since the end of the Italian wars in an effort to understand the various elements involved in international settlements and their resultant success or failure. Among topics to be considered are those assumptions of society which influence the waging of war, and as a result, the negotiations for peace; traditional methods of attaining peace, e.g., partition, balance of power, the influence of national interest and personalities on peacemaking; and the effectiveness of alliances in peacemaking. Among the settlements that will be studied are Cateau-Cambresis, Westphalia, some of the Napoleonic peaces, Vienna, the peaces of 1867 and 1870, Versailles, the 1945 attempts and one of the post World War II settlements.

*Morie McHugh*

**Hs 243 Marxism and History (F; 3)**

Prerequisites: Any two semesters of Hs 001 through Hs 098.

A survey of the work of Marx and Engels as an historical phenomenon and as an approach to history. A close reading of selected primary texts will stress the relations of Marxism with Hegel, positivism, Darwinism, and competing socialist currents, above all, anarchism. In general, Marxism will be seen as a provocative and problematic effort to bring Romantic and Enlightenment traditions of social theory into a unified conception of modernity, and the course will examine the potential uses and abuses of Marxian theory for present-day studies of history.

*Poul Breines*

**Hs 248 The American Civil War (S; 3)**

Prerequisites: Any two semesters of Hs 001 through Hs 098.

A study of the crisis of the Union, from the close of the Mexican War to the end of the Civil War and the beginnings of Reconstruction. Special attention will be given to the varied causes which brought war about, and to the political and diplomatic considerations which influenced the course of the Civil War.

*Thomos H. O'Connor*

**Hs 253 The Law and American Society (F; 3)**

Prerequisites: Any two semesters of Hs 001 through Hs 098.

An examination of the role of the law in American life from colonial times to the present. This course is designed to acquaint the student with the influence of legal institutions upon the development of American political, social and economic patterns. Special attention will be given to the part played by the legal profession in the shaping of American society. This is not a course on the fine points of judicial logic, but a study of how Americans have viewed the law and utilized it to achieve their vision of a good society.

*Mork Gelfond*

**Hs 256 American Constitutional Development (S; 3)**

Prerequisites: Any two semesters of Hs 001 through Hs 098.

An historical analysis of the formation, organization and major decisions of the United States Supreme Court from 1788-1977, with emphasis upon the Court's relationship to social change.

*J. Alon Rogers*

**Hs 257 Religion in America (F, S; 3, 3)**

Prerequisites: Any two semesters of Hs 001 through Hs 098.

The background and basic beliefs of the major Protestant denominations, and the rise of the Catholic Church in the U.S.A., Judaism and Eastern Orthodoxy. Outside speakers are invited to discuss their specialties (e.g. Mormons, Christian Scientists, Adventists, Jehovah's Witnesses, Pentecostals).

*John Willis, S.J.*

**Hs 259 American-East Asian Relations (F; 3)**

Prerequisites: Any two semesters of Hs 001 through Hs 098.

This course will survey the history of American relations with China and Japan from their initial encounters in the 18th and 19th centuries to the present. Major topics will be the rapid rise of Japan as an industrial and military power, with the evolution of American perceptions of Japan's position in the Asian balance of power, and the development of China from the "sick man of Asia" into a world superpower hostile to the United States. The main emphasis will be placed on events leading to the Second World War, the victory of the Chinese Communist Party, and American Asian policy in the context of the Cold War, including detente.

*James Elston*



**Hs 261 The Immigrant in American History (F; 3)**

Prerequisites: Any two semesters of Hs 001 through Hs 098.

This course deals with immigration from colonial time through exclusion in 1924. Special emphasis will be placed upon Anglo-Saxon Teutonic Migration (1609-1848), Irish immigration, "the new Eastern European migration," the melting pot, nativism, and exclusion.

Andrew Buni

**Hs 269-270 European Christian Thought (F, S; 3, 3)**

Prerequisites: Any two semesters of Hs 001 through Hs 098.

A two semester survey of the development of Christian Thought, with special emphasis on such major figures as Origen, Augustine, Aquinas, Occam, Luther, Calvin, Edwards, Schleiermacher, the Niebuhrs, C. S. Lewis.

John Willis, S.J.

**Hs 274 (As 666) Film in American Culture**

See American Studies section for description.

**Hs 281-282 Undergraduate Colloquia (F, S; 3, 3)**

Prerequisites: Permission of Professor and Chairperson.

Topics will be arranged each year following desires of students and availability of faculty. List of faculty members available for such courses can be obtained from the department each semester.

The Department

**Hs 283-284 Afro-American History (F, 3; S, 3)**

Prerequisites: Any two semesters of Hs 001 through Hs 098.

A study of the experiences of the blacks in America, this two-semester survey will begin with an examination of slavery in Africa and in the first semester continue through the civil war. The second semester will investigate the development of Afro-American culture and the role of blacks from the civil war to the present day. This course is designed primarily for non-majors.

Shirley Jackson

**Hs 291 The World We Left (F; 3)**

Prerequisites: Any two semesters of Hs 001 through Hs 098.

A survey of the important social, economic, religious, political and intellectual heritage which our ancestors possessed in Europe, and the nature of the immigration which brought them to America. The course will attempt a general evaluation of the European background of the great 19th century migrations, but will concentrate on four principal areas: Ireland, Germany, Italy, and Slavic Europe.

John L. Heinemon

**Hs 297 Women in Russian History and Culture (F; 3)**

Prerequisites: Any two semesters of Hs 001 through Hs 098.

A survey of the history of women in Russia from the ancient warrior maidens to the present day, concentrating heavily on the revolutionary movement and the Soviet period. An attempt will be made to assess the impact of social-economic structures, folkloric traditions, political ideology, religion, family organization, peasant value-systems, and literary trends on the evolving position of women.

No prior knowledge of Russian history or culture is assumed.

Roberto T. Monning

**Hs 299 Readings and Research: Independent Study**

Prerequisites: Permission of Professor and Chairperson.

Students who wish to pursue a semester of directed readings with individual faculty members under this category must secure the permission of the faculty member and the chairperson. Lists of faculty members available for such courses can be obtained from the department at the start of every semester.

The Department

**Advanced Electives****Hs 301 Modern China: The Ch'ing Dynasty (F; 3)**

Prerequisites: Any two semesters of Hs 001 through Hs 098.

China's social, political, and economic institutions and Western impact during the Ch'ing period (1644-1911).

Silos Wu

**Hs 302 Twentieth Century China (S; 3)**

Prerequisites: Any two semesters of Hs 001 through Hs 098.

Political, social and intellectual development from 1911 to the present.

Silos Wu

**Hs 315-316 History of Africa (F, S; 3, 3)**

Prerequisites: Any two semesters of Hs 001 through Hs 098.

A survey of the development of political, economic and cultural institutions in sub-Saharan Africa. The first semester begins with

the peopling of Africa and concludes with an examination of the Atlantic slave trade. The second semester examines the resistance and adaptation of Africans to European colonialism and the re-emergence of independent African states.

David Northrup

**Hs 357-358 Medieval France (F, S; 3, 3)**

Prerequisites: Any two semesters of Hs 001 through Hs 098.

First semester: the debt of medieval France to pre-historic and ancient Gaul; late Roman Gaul; the Merovingian and Carolingian period. Second semester: the Capetian period to 1314. Political, cultural, religious, and economic sides of the development of French society will be equally emphasized.

William M. Doly

**Hs 381 The Age of Renaissance I (F; 3)**

Prerequisites: Any two semesters of Hs 001 through Hs 098.

A survey of the transition of Europe out of the "Middle Ages" and into the "Early Modern" era with particular reference to fourteenth and fifteenth century Italy. Special emphasis will be given to: the development of towns and the shaping of an urban civilization; the failure of city republics and the emergence of tyrannies; developing capitalism and the creation of new power systems; the impact of the "Black Death"; changing patterns of family life; the classical revival and "Humanism"; educational reforms and the "Universal Man" ideal; the growing importance of science and technology; the "Renaissance" in fine arts; new concepts of space and time; "Renaissance" philosophies of Man and the Cosmos.

L. Scott Von Doren

**Hs 382 The Age of Renaissance II (S; 3)**

Prerequisites: Any two semesters of Hs 001 through Hs 098.

A survey of major developments of the late fifteenth and early sixteenth centuries in Italy, France, England, Spain, the Netherlands and Germany. Among topics receiving special attention will be: the impact of the Italian Wars; the "Renaissance" Papacy; religion and politics in Italian republics; "Renaissance" political theory and historical analysis; "Renaissance Monarchy" in Northern Europe; court life and patronage systems; the late "Renaissance" in fine arts; popular culture in "Renaissance" society; The European witch craze; popular piety, "Christian Humanism," and the coming of the Reformation; exploration and the expansion of a European world economy; the "Renaissance" and the creation of the modern world.

L. Scott Von Doren

**Hs 396 Population and Modernization (S; 3)**

Prerequisites: Any two semesters of Hs 001 through Hs 098.

A course in both social history and population studies which will analyze the process of modernization in the Western world from a demographic perspective. It will sketch the demographic patterns which prevailed in the pre-industrial West and analyze the ways in which they influenced and were influenced by modernization, industrialization, and urbanization. There will be efforts to assess the relevance of Western history for the population problems of today's world.

Paul Spognoli

**Hs 401 The Reformation**

Prerequisites: Any two semesters of Hs 001 through Hs 098.

Religious reform or Revolution in the 16th Century. Luther, Calvin and Trent.

Somuel Miller

**Hs 404 City in History (S; 3)**

Prerequisites: Any two semesters of Hs 001 through Hs 098.

A survey of urbanization in Europe from the revival of towns during the Middle Ages to the initial impact on urban systems of the Industrial Revolution. Particular emphasis will be placed upon the specialized functions of cities, patterns of urban social structure, types of urban government, the relationship between urbanization and capitalism, the role of cities in the emergence of the state systems of the West, and the character of urban culture in the early modern period of Western Civilization.

L. Scott Von Doren

**Hs 407 Europe in the 17th Century (F; 3)**

Prerequisites: Any two semesters of Hs 001 through Hs 098.

A study of major political trends of the 17th century, with particular reference to Spain, Germany, the Netherlands, and France.

Somuel Miller

**Hs 418 The Politics and Literature of Irish Freedom, 1845-1960 (S; 3)**

Prerequisites: Any two semesters of Hs 001 through Hs 098.



This course will examine the interaction of politics and literature during the crucial stages of the movement for Irish Independence. It will pay particular attention to the development of political and literary attitudes and the relationships between such attitudes and objective historical reality. It will draw upon literary and historical readings and lectures in an attempt to integrate the two disciplines and achieve a more sophisticated understanding of Irish culture.

This course is taught jointly and cross-registered with the English Department. Kevin O'Nei

#### **Hs 421-422 Modern England (F, S; 3, 3)**

**Prerequisites:** Any two semesters of Hs 001 through Hs 098.

Though beginning with a survey of the medieval background, the course will deal primarily with the period from 1485 to the present. Emphasis on politics and constitutional history, but with attention also to social, and intellectual developments. Thomas W. Perry

#### **Hs 426 Twentieth Century Britain (S; 3)**

**Prerequisites:** Any two semesters of Hs 001 through Hs 098.

A survey of Great Britain since 1900 concentrating on social and economic history. The course deals with such topics as the decline of Britain's economic superiority, changes in social structure, the rise of the working class, changes in political ideologies, and the growth of the welfare state. Peter Weiler

#### **Hs 429 History of Portugal (F; 3)**

**Prerequisites:** Any two semesters of Hs 001 through Hs 098.

Principal developments in the history of Portugal, including how to win and lose two empires. One semester. Samuel Miller

#### **Hs 433 Contemporary French Civilization (F; 3)**

**Prerequisites:** Any two semesters of Hs 001 through Hs 098.

This course will examine the major problems of 20th century France (from the Dreyfus Affair to DeGaulle). Early weeks will be spent on 20th century French history (treated chronologically, but in a problems-oriented manner) in an attempt to define the major issues and their significance. Then the subject will be treated in a more interdisciplinary manner. The course will attempt to define the elements which make up the French national character, to analyze France's political and economic structure (strengths and weaknesses,) social structure, cultural and intellectual trends and developments. France will be treated as a case study for an interdisciplinary approach. Reading will include a history text, political, sociological and economic studies, biographies and novels. Students will be expected to read the equivalent of a book a week, and to write several interpretive essays (approximately four typed pages) on assigned topics. Class discussions will center on the assigned topics. Morjorie Farror

#### **Hs 443 Germany in the 20th Century (F; 3)**

**Prerequisites:** Any two semesters of Hs 001 through Hs 098.

This course examines the evolution of modern Germany from the Empire of William II to the divided lands presided over by Bundes-Präsident Heinemann. Particular attention will be paid to the political and social split within pre-war Germany; the impact of World War I; the plight of the Weimar Republic; the myth and reality of Hitler's Third Reich; the disaster of the second world war; and the restoration of Germany's economy and power following that war. John L. Heinemon

#### **Hs 447 History of Modern Italy 1870 to Present (F; 3)**

**Prerequisites:** Any two semesters of Hs 001 through Hs 098.

This course studies the cultural, social, intellectual, and political development which shaped the international state from the monarchy through Mussolini's Fascism to the modern republic. Alan J. Reinerman

#### **Hs 451 History of the Balkans Since 1453 (F; 3)**

**Prerequisite:** Any two semesters of Hs 001 through Hs 098.

A survey of the historical growth of the peoples and states of the Balkans from 1453 to modern times. Particular emphasis will be placed upon the evolution of national awareness and the conflicting claims of empire and conquest. Rodu R. Florescu

#### **Hs 453 Russian History up to the Revolution (F; 3)**

**Prerequisites:** Any two semesters of Hs 001 through Hs 098.

A study of the major cultural and social developments in Russia from the formation of the first Russian state to the Bolshevik Revolution of 1917. Special emphasis will be placed upon recent research

concerning select problems in the field of Russian history.

Raymond T. McNolly

#### **Hs 454 History of Soviet Union from the Revolution to the Present (S; 3)**

**Prerequisites:** Any two semesters of Hs 001 through Hs 098.

Special emphasis will be placed upon cultural and political problems. Roberto T. Monning

#### **Hs 465-466 Modern European Diplomatic History (F, S; 3, 3)**

**Prerequisites:** Any two semesters of Hs 001 through Hs 098.

This two-semester course examines the international relations between the major European Powers from the establishment of the Concert of Europe in 1814 to the adoption of the diplomatic policy of detente in the Cold War. Special emphasis is given to the development of international law through treaties. Leonord Mohoney, S.J.

#### **Hs 468 Russian Intellectual History (S; 3)**

**Prerequisites:** Any two semesters of Hs 001 through Hs 098.

Students interested in a general course in modern Russian history should consider Hs 453-454.

An analysis of the major ideas of the Russian intelligentsia from the late 18th Century to the middle of the 20th Century, or in other words from Radishchev to Solzhenitsyn. An attempt will be made to inter-relate these ideas with concrete social issues of the times. Raymond T. McNolly

#### **Hs 469-470 Intellectual History of Modern Europe (F, S; 3, 3)**

**Prerequisites:** Any two semesters of Hs 001 through Hs 098.

This two semester course examines the philosophical, intellectual, social and cultural ideas of nineteenth and twentieth century Europe. The first semester will trace the social and institutional impact of these ideas through the end of the nineteenth century. The second semester will emphasize the philosophical and social ideas of a Europe plagued by war and despair. In both semesters the readings and discussions will cover a large number of works, including representative novels, plays and scholarly monographs. Paul Breines

#### **Hs 482 Nationalism in Western Europe 1870-1914 (S; 3)**

**Prerequisites:** Any two semesters of Hs 001 through Hs 098.

A study of national sentiments and nationalism at the end of the 19th century. Particular attention will be placed on the crucial irredentist problem. (Alsace-Lorraine), the Catalan problem, (Schleswig-Holstein, Transylvania, Bessarabia, etc.) and their role in intensifying national tensions on the eve of World War I. Radu R. Florescu

#### **Hs 505-506 Westward Movement (F, S; 3, 3)**

**Prerequisites:** Any two semesters of Hs 001 through Hs 098.

The conquest of the American land mass and the influence of geography on the development of American society. Joseph T. Criscenti

#### **Hs 507 The Age of Jackson (F; 3)**

**Prerequisites:** Any two semesters of Hs 001 through Hs 098.

A study of the Jacksonian period of American History, with particular emphasis upon the way in which new political ideologies influenced changing patterns of thought in social, economic, and cultural affairs during the 1830's and 40's. Special consideration will be given to historical developments in New England and the Northeast. This course is open only to undergraduates. Thomas H. O'Connor

#### **Hs 537 Twentieth Century United States (F; 3)**

**Prerequisites:** Any two semesters of Hs 001 through Hs 098.

A study of major political, social, and economic developments which characterized the history of the United States since 1929. Mork Gelfond

#### **Hs 541-542 American Social and Cultural History (F, S; 3, 3)**

**Prerequisites:** Any two semesters of Hs 001 through Hs 098.

Social change in America from colonial times to 1860 and from 1860 to the present. The course begins with the adaptation of Indian cultures to the invasion of European settlers. Major topics are: social forces in economic change, immigration and migration, the interaction of ethnic and religious groups, social mobility, movements for social reform, and changing patterns of family life. Jonet W. Jones



## 158 / Description of Courses

### HISTORY

#### **Hs 545 American Ideas and Institutions (F; 3)**

Prerequisites: Any two semesters of Hs 001 through Hs 098.

A history of thought as it has developed within the framework of American society. The course will compare ideas of several distinct kinds; those which have expressed the prevailing ways of each period; those which have offered alternatives; and those which have sought artistically to mirror dreams and realities. R. Alon Lowson

#### **Hs 551-552 History of American Foreign Policy 1776 to the Present (F, S; 3, 3)**

Prerequisites: Any two semesters of Hs 001 through Hs 098.

This course will cover the evolution of foreign policy, beginning with an examination of the major focus which produced an exclusively American foreign policy and continue, in the second semester, to examine the role of American diplomacy, its involvement in world wars, and the attitudes, preconceptions and events which have led to the foreign policy of the 1970's. To Be Announced

#### **Hs 565 The Urbanization of America (F; 3)**

Prerequisites: Any two semesters of Hs 001 through Hs 098.

The course is concerned with the concepts of urbanization, the growth of community consciousness, and the basis and process of urban growth and development. Among the topics considered are the origins of cities, urban rivalries, growth of community services, social mobility, metropolitanization, and the social, political, and economic impact of urbanization. Allen M. Wokstein

#### **Hs 576 The History of Women in the United States (S; 3)**

Prerequisites: Any two semesters of Hs 001 through Hs 098.

A survey of women's roles in the home and in the world outside the home from the colonial period to the present, including their contributions to the economy, to religious and intellectual life, and to politics and reform. Changing popular attitudes toward women and the development of feminist thought will also be considered. Jonet W. Jones

#### **Hs 591 Colonial Period in Latin America (F; 3)**

Prerequisites: Any two semesters of Hs 001 through Hs 098.

The course will begin with an anthropological study of Indian cultures in the New World on the eve of discovery and the adjustment of the Indian to the white man, the white man to the Indian, and then shift to an examination of Spanish and Portuguese political, economic, and religious institutions transferred to the New World, their fate here, and their impact on the formation of a Latin American civilization. Some reading will be done in famous contemporary accounts, but the emphasis will be placed on relatively recent scholarly monographs. A knowledge of Spanish or Portuguese is desirable, but not required. Joseph T. Criscenti

#### **Hs 592 Argentina, Brazil, and Chile (S; 3)**

Prerequisites: Any two semesters of Hs 001 through Hs 098.

The emergence of Argentina, Brazil, and Chile as great powers in South America. The lectures will stress political and economic developments, and will seek to develop in the student an appreciation for Latin American culture. Numerous illustrations will be based on contemporary developments in Latin America. Some attention will also be given to new and old interpretations, either Latin American or American. Social and intellectual history will be touched upon in the readings. A knowledge of Spanish or Portuguese is desirable, but not required. Joseph T. Criscenti

#### **Hs 598 The Latin American Family (S; 3)**

Prerequisites: Any two semesters of Hs 001 through Hs 098.

A study of elite, middle class and lower class families, their role in the larger society, and their internal structure. This will include an examination of *mochismo* and women in Latin America. The literature to be consulted will deal with the traditional historical questions concerning the family as well as with sociological, psychological, and anthropological issues. The first half of the semester will be devoted to an analysis and discussion of the issues. During the second half, students will devote their time to research on a topic of their interest. Weekly conferences will be held with the instructor. The research paper will serve in lieu of an examination. Joseph T. Criscenti

#### **Hs 601 Undergraduate Colloquium on Europe Between the Wars (600) (F; 3)**

Prerequisites: Any two semesters of Hs 001 through Hs 098.

This colloquium will be based on broad reading in scholarly inter-

pretations of the period 1919-1939, as well as works of the inter-war authors themselves. The political and intellectual ferment of the era will be examined in the context of the economic upheavals and social dislocations which followed the Great War.

Rev. Francis Murphy  
John L. Heinemon

#### **Hs 619 Computers and Social History (F; 3)**

Prerequisites: Any two semesters of Hs 001 through Hs 098.

This course is designed to familiarize students with the methods now in use among quantitative social historians in Europe and America, and to enable them to do social history themselves. In addition to acquiring a background knowledge of some of the central issues of nineteenth-century social history by reading the works of other historians, each student will conduct his or her own personal research project, in the course of which he or she will acquire a working knowledge of the design of research projects, of quantitative methods for use in social history, and of the use of the computer to investigate historical issues. Students will be instructed in the use of the Statistical Package for the Social Sciences (SPSS). No prior knowledge of computers or quantitative techniques is expected. Enrollment limited. Poul Spognoli

#### **Hs 632 World War II: A Case Study in Total War (S; 3)**

Prerequisites: Any two semesters of Hs 001 through Hs 098.

The course would examine the impact of total war on Europe. It would investigate briefly the causes of the war and then focus on its impact on the various aspects of European life and society. In addition to an investigation of the war's military aspects, an attempt would be made to assess its effects on Europe's economy, political institutions, society, intellectual and cultural life, and psychology. Thus, the war would be treated as a case study of the impact of total war rather than as a series of military campaigns. The class would be run as a discussion group requiring student participation and considerable reading and writing work. Marjorie Farrar

#### **Hs 691-692 Honors Project (F, S; 3, 3)**

Proposals should be submitted, accompanied by a supporting letter from the directing faculty member, to the Department Chairperson no later than May 1st. All proposals for honors projects must be approved by the departmental honors committee. The Department

#### **Hs 694 Honors Thesis (S; 3)**

Students who have the approval of the department to enroll in a special honors project will carry this course as the credit vehicle for the paper produced in that project. This course is open only to students who have been given approval to enroll in an honors project (Hs 691-692). The Department

#### **Hs 695-696 Scholar of the College Project (F, S; 6, 3)**

Proposals for possible designation as scholar's projects should be submitted to the Chairperson early in the spring. Details of dates and required materials are available either from the Chairperson's office or from the office of the Dean of Arts and Sciences. All proposals must be approved by the Chairperson and the departmental honors committee. The Department

#### **Hs 698 Scholar of the College Thesis (S; 3)**

Students who are enrolled in an approved Scholar of the College Project (Hs 695-696) will carry this course as the credit vehicle for the final thesis submitted to the department in completion of that project. This course is open only to students who have been designated as candidates for the title of Scholar of the College. The Department

#### **Hs 724 (As 724) Graduate Core Colloquium: An Introduction to The Literature of American Studies (F; 3)**

See American Studies section for description.

#### **Hs 767 Select Topics in Jacksonian America (F; 3)**

Thomos H. O'Connor

#### **Hs 768 Select Topics in the Civil War (S; 3)**

Thomos H. O'Connor

#### **Hs 769 Select Topics in the History of Immigration (F; 3)**

Andrew Buni

#### **Hs 770 Select Topics in American Biography (S; 3)**

Andrew Buni



**Hs 799 Readings and Research: Independent Study**

Prerequisites: Permission of Professor and Chairperson.

Graduate students who wish to pursue a semester of directed readings with individual faculty members under this category must secure the permission of the faculty member and the chairperson. Lists of faculty members available for such courses can be obtained from the department at the start of every semester.

*The Graduate Faculty*

**Hs 801 Thesis Seminar (F, S; 3, 3)**

A research course under the guidance of a faculty member.

**Hs 802 Thesis Direction (F, S; 0, 0)**

A non-credit course for those who have received six credits for Thesis Seminar but who have not finished their thesis. This course must be registered for and the continuation fee paid each semester until the thesis is completed.

## Colloquia

A colloquium consists of readings, primarily in secondary sources, on a series of selected topics. Information concerning which topics will be discussed in the colloquium each semester is available from the professor. All graduate students are urged to take at least one colloquium each semester.

**Hs 811 Colloquium on Modern Chinese History (F; 3)**

Readings and discussion of major issues in Modern Chinese history.  
*Silos Wu*

**Hs 833 Colloquium: Select Topics in 19th Century Europe (F; 3)**

*Morjorie Forror*

**Hs 835 Colloquium: Pre-Revolutionary Russian History and Historiography (F; 3)**

*Roberto T. Monning*

**Hs 872 Colloquium: U. S. Since Reconstruction (S; 3)**

*Mork Gelfond*

**Hs 891 Colloquium: American Studies (F; 3)**

*R. Alon Lowson*

**Hs 895 Colloquium: Town, City and Urbanization (F; 3)**

*Allen M. Wakstein*

## Seminars

Seminars primarily involve original research in a carefully delineated topic. Students must discuss with the professor whether or not they have the necessary background and, where appropriate, the necessary foreign language ability to qualify for admission into the seminar.

**Hs 952 Seminar in European Diplomatic History (S; 3)**

*Alon J. Reinerman*

**Hs 959 Seminar on Modern Britain (F; 3)**

*Peter Weiler*

**Hs 964 Seminar in Massachusetts Towns: Colony to Commonwealth (S; 3)**

*J. Alon Rogers*

**Hs 990 (As 990) Graduate Core Seminar (S; 3)**

See American Studies section for description.

**Hs 999 Doctoral Continuation**

All students who have been admitted to candidacy for the Ph.D. degree are required to register for doctoral continuation during each semester of their candidacy. This registration entitles them to the use of university facilities (library, etc.) and to the privilege of auditing informally (without record in the graduate office) courses which they and their advisers deem helpful. Tuition must be paid for courses formally audited or taken for credit.

## Management: Accounting (Ma)

**Ma 021 Financial Accounting Information Systems (F, S; 3, 3)**

This course deals with the formal financial accounting information processing system, the end products of which are the various financial statements presented to investors, creditors, and other parties. Accounting procedures are studied from the standpoint of providing the important tools for subsequent analysis of the financial statements.  
*The Department*

**Ma 022 Managerial Accounting (F, S; 3)**

This course stresses the usefulness of accounting data as it relates to the managerial decision-making process, within the broad objectives of planning, control and analysis. Among the multi-faceted areas of study are financial statement analysis, budgeting, standard cost analysis, and capital expenditure planning and control.  
*The Department*

**Ma 251 Intermediate Accounting I (F; 3)**

Emphasis is placed on the application of accounting theory to practice problems in order to develop financial statements of proper form and content. The relationship between various financial statements is constantly reaffirmed. Asset items of the balance sheet are treated comprehensively.  
*The Department*

**Ma 252 Intermediate Accounting II (S; 3)**

During the second semester liabilities, reserves, funds and stockholders equity items are thoroughly treated. Presentation is made of the analysis of financial statements through the use of the ratio method and the consequent critical appraisal attendant upon this method of analysis is stressed.  
*The Department*

**Ma 355 Cost Accounting (F, S; 3)**

The control aspects of material, labor and overhead accounting are stressed. The course covers such areas as job and process costs, standard costs, direct costing, marketing costs, costs in decision-making, capital budgeting and profit planning.  
*Stanley Dmohowski*

**Ma 361 Advanced Accounting (F; 3)**

This course includes accounting problems involved in the preparation of consolidated financial statements and in home and branch office relationships. Mergers and pooling problems are stressed. Special problems in fund and budgetary accounting for government entities and hospitals are covered.  
*The Department*

**Ma 362 Advanced Accounting Problems (S; 3)**

The purpose of this course is to develop in the student the ability to solve a variety of complex problems in order to prepare for either public professional examinations or executive accounting work in private business. This is attained through a study of typical cases and exercises of the American Institute of Certified Public Accountants. Cases in controllerships providing training in the collection, analysis and presentation of information for modern business management are thoroughly discussed.  
*The Department*

**Ma 363 Tax Accounting (F, S; 3)**

This course considers the Massachusetts and Federal Income Tax Laws, with applications to individuals, partnerships, fiduciaries and corporations. An intensive series of practical problems covering concrete situations illustrates the meanings of the laws. Consideration is given to the economic and historic viewpoints. A study is made of federal estate, gift and excise laws and state inheritance and excise tax laws.  
*Arthur L. Glynn*

**Ma 364 Auditing (F, S; 3)**

This course presents both the theory and the procedure of auditing. The subjects covered include various types of audits, the preparation of working papers and reports, the relationship with the client and professional ethics. The materials used are practice sets, problems and the actual books of business organizations that have ceased operations. The course offers an opportunity to become acquainted with various classes of enterprise and provides a test under conditions which correspond to those met in practice. The student receives individual instruction on assignments.  
*The Department*



## 160 / Description of Courses

### MANAGEMENT: ORGANIZATION STUDIES

#### **Ma 399 Research Seminar (F, S; 3)**

Research is carried on under the guidance of members of the Accounting Department. The focus of the course is on investigations in the field of accounting and related subjects.

#### **Ma 601 Cost and Profit Analysis (S; 3)**

This course will begin with a review of the accounting flow in the manufacturing firm with emphasis on preparation and analysis of variances. Budgeting will be studied in detail. The emphasis here will be on preparation of those schedules and financial statements used by management. In the study of decentralization and measurement of performance the emphasis will be on the preparation of meaningful statements that aid management in its evaluation of segments of the firm. Inventory models and inventory control will be studied. Quantitative techniques and methods used in conjunction with accounting data will be explored. *Ronold B. Powliczek*

#### **Ma 603 Financial Accounting: Theory and Practice I (F; 3)**

This course will review the principals prevailing in the practice of contemporary accounting and the art of applying these principles, with particular emphasis on areas assuming high current significance. The major objective of the course will be to provide the student with a full understanding of the nature of accounting statements, and to develop in the student an appreciation of the problems involved with recording complex transactions arising in an economic environment. *Louis S. Corsini*

#### **Ma 604 Financial Accounting: Theory and Practice II (S; 3)**

This course is a continuation of Ma 603. It will critically scrutinize the logical propriety underlying generally accepted accounting principles and alternative principles, theories and concepts which are presently unacceptable. It is expected that an eclectic approach such as this will form a general frame of reference which the student can draw upon to evaluate the multitude of divergent points of view presently in existence. *Louis S. Corsini*

#### **Ma 605 Computer Based Accounting System (F, S; 3, 3)**

The purpose of this course is to develop in the student an ability to deal with complex issues involved in the application of accounting systems to computers. The methodology includes: lectures; textual assignments; frequent tests of knowledge acquired; outside readings; and guest lectures from industry and the auditing profession. A field research report is required, during which each student will study and report upon a currently operating computer-based accounting system. These applications include: payroll; accounts receivable; inventory control; order-writing; general ledger; financial planning models; and the like. One of the major objectives of the course is to provide a facility with the language of the computer technologist as it applies in the accounting profession. The core courses in: Accounting, Finance, Computer Science, and Economics are assumed. *William J. Horne*

## Management: Organization Studies (Mb)

#### **Mb 021 Introduction to Behavior in Organizations (F, S; 3)**

Organizations do not behave — people within them do. As an introduction to the study of human behavior in organizations, this course aims at increasing the student's awareness and understanding of individual, interpersonal, group and organizational events as well as increasing ability to explain and influence such events. The course deals with a body of concepts which are applicable to institutions of any type. A central thrust of these concepts concerns the ways in which institutions can become more adaptive and change oriented. The course is designed to help the student understand and influence the human groups and organizations to which he or she currently belongs and with which he or she will become involved in his or her later career.

Selected in-class situational exercises, cases, readings and organizational simulations are used to amplify the central concepts in the

areas of individual, group and inter-group behavior in organizations as well as organizational design, development and change.

*The Department*

#### **Mb 106 Interpersonal Communication (F, S; 3)**

This course focuses upon two-person relationships in organizations, wherein the outcomes range from communication breakdown and task ineffectiveness to useful, reality-based solutions to problems. The point of view of the course is that these outcomes do not "just happen", but rather that the events that produce them can be observed and understood. The materials and activities of the course can help the student increase understanding of organizational behavior, but also provide opportunities to look in new ways at his or her current behavior, and the behavior of other people toward him or her, across his or her total life space. Class sections consist of lecturettes, case discussions and situational exercises. The latter are aimed at enabling the student to practice new behavior in a setting where risks are minimized. Readings and other conceptual inputs are drawn from the fields of individual motivation and development, counseling psychology, industrial relations and general semantics. *Dalmor Fisher*

#### **Mb 107 Organizations In Society (F, S; 3)**

Prerequisite: Mb 021 or instructor's consent.

The objective of this course is to provide students, individually or in small groups, with an opportunity to conduct a study in an organization in the greater Boston area. The course provides a student with an opportunity to enhance his or her understanding of behavior in organizations by observing, describing, and analyzing events in an operating organization. The point of view of the course is that organizations may be viewed usefully as social systems. Thus, the nature of an organization's technology, the organization's policies and procedures, the level of productivity, the behavior of individuals and groups in the organization, etc. may be viewed usefully as being interrelated and interdependent. It is desirable, but not essential, that the student(s) will have selected the organization to be studied, and that necessary arrangements for entering the organization will have been made prior to the beginning of the course. Assistance in selecting and obtaining access to an organization will be provided to students as is necessary. *The Department*

#### **Mb 109 Human Groups (F, S; 3)**

This course deals with the causes and effects of human interaction in small groups. To provide background, current theories based on research studies of primary and secondary groups will be examined and later tested. Elements of group structure such as statuses of members, role networks, and leadership will be considered along with the dynamics of group development, behavior norms, communication patterns, decision processes, task effectiveness and group maintenance. Major emphasis in the course will be on providing the student with the necessary concepts, tools and skills for the observation and analysis of behavior in goal centered groups, to help improve effectiveness in groups and to help the student become more aware of his/her own impact in groups of which he or she is a part. Attention will be given to interaction directed toward social maintenance within the group, as well as behavior associated with task accomplishment. Members will have the opportunity to observe actual on-going groups outside the classroom, and also act as participant-observers of temporary small groups within the class itself. *The Department*

#### **Mb 110 Career Planning and Development (F; 3)**

This course will focus on individual careers. Very early, the structure and operation of the career market system in the United States will be presented, and special emphasis will be given to the skills, tools and strategies one needs for successful career embarkment and/or redirection. Current theories concerning human life cycles, contemporary life styles, organizational socialization and career development (to avoid obsolescence and arrested mobility) will be explored, along with an examination of empirical research on careers, especially those in management. Concepts will be presented through lectures, case histories and in-class exercises/demonstrations. *The Department*

#### **Mb 123 Methods of Inquiry Into Human Behavior (F, S; 3, 3)**

This course is concerned with the process of systematic learning about the human environments in which one lives and works. It concentrates on field methods of research, observation interview-



ing, as they can be applied to better understanding of social settings, groups, communities, work organizations, occupational groupings and life styles. Its purpose is to better equip the student with ways of thinking about people and ways of learning about them, so that he or she may more effectively and quickly deal with the new and different social situations that he or she will enter throughout a career, and deal with the inevitable problems encountered. Readings and classroom sessions are used to prepare the student to conduct a field study and evaluate it. The students' field projects and their methods of planning, working, writing up and evaluating the experience are major features of the course. Considerable time is spent on interpretive frameworks — theories, concepts and models of human social behavior — that the students need to plan and understand the substance (in contrast to the methods) of their field studies.

The Department

**Mb 125 Field Studies of Leadership: A Comparative Approach (F, S; 3, 3)**

Leadership has always been a topic of interest, but in recent years there has been added emphasis. Empirical research has given a new focus while increasing concern with ethical behavior has added a sense of urgency. Because leadership has both conceptual and skill components, the curriculum is designed to interweave both through a multimedia approach in the classroom and library. This will be combined with field work including direct observation of managers operating in the public and private sectors, and invited guest speakers who are themselves practicing managers. Students working in groups will share their field observations and their impressions of paperback books of current interest on the topic. The Department

**Mb 126 Laboratory in Management Practice (F, S; 3, 3)**

This course develops managerial skill by direct experience. The student is a member of a decision-making team competing against other teams in a simulated organizational environment. This experience provides first-hand familiarity with the information handling, diagnostic and decision making requirements of an economic setting, and with the behavioral processes involved in management practice. Designing an organization, influencing and leading other people, evaluating an organization's performance, planning and implementing organizational improvements and serving as a consultant to another organization are among the areas on which the student will gain actual experience as well as an opportunity to apply current theories and research findings. The Department

**Mb 153 Creativity in Organizations (F, S; 3, 3)**

All of us are creative. We have ideas about how things can be better done. Surveys of recent college graduates show their frustration over getting their ideas accepted. Many organizations are "encrusted with barnacles" and find change difficult. The focus of this course is to tap the creative potential at all levels of the organization. People have the ability to create or to bring about innovative ideas. The better innovator/entrepreneur has also developed the interpersonal skills and knowledge to implement new ideas — to bring about organizational progress and renewal. These abilities can be increased. How do you avoid getting into a rut on the job? How do you think more innovatively about existing conditions? People who are interested in being an entrepreneur may also consider taking this course. The course will develop principles of successful creativity, innovation and change. Projects, cases, exercises and guest speakers will be used. The Department

**Mb 310 The Politics of Organizational Power (F, S; 3, 3)**

This course provides the student with awareness of organizational power, influence and politics and how to effectively and ethically cope with such issues. The first objective will be to explore and understand existing literature and theory behind organizational and interorganizational issues of power. The second objective will be to help students develop analytical skills and personal sophistication in order to solve problems arising out of issues of power, influence and politics. The Department

**Mb 603 Human Consequences of Managerial Control Systems (F, S; 3, 3)**

Appropriate management information and control systems are essential in smoothly functioning organizations. All such systems, whether computerized or manual, depend upon human beings for their input as well as later interpretation and use of their outputs. Careful analysis is required to discover ways in which human

behavior is affected and in turn affects the operation of information and control systems. Accountants, management scientists, personnel executives and others who develop control systems whatever their intended use, need to understand the interaction between these systems and human behavior. There is clear evidence that the impact of a particular system is strongly influenced by the way managers use the information the system produces. Unforeseen and unintended consequences can seriously reduce the hoped for benefits or even preclude their realization entirely. The thrust of this course is on how management information and control systems can be creatively designed and implemented in order to maximize both human and organizational effectiveness. The Department

**Mb 709 Organizational Studies (F, S; 3, 3)**

This introductory course is designed to increase the student's effectiveness in dealing with individuals and organizations. Using both personal and conceptual tools, the course will cover such areas as individual motivation, the effect upon human behavior of membership in differing types of groups, types and effectiveness of managerial styles, organizational design and effectiveness, including the effect of organizational structure and managerial behavior. Stress will be placed upon self-learning to apply the principles learned in the course. The student will be expected to develop skills in responsible and effective problem-solving through small group and organizational simulation exercises, case discussions and the like. The Department

**Mb 801 Communication and Behavior (S; 3)**

Prerequisite: Mb 709 or consent of instructor.

This course attempts to improve the kinds of interpersonal competence which can contribute to the life of the manager, primarily but not exclusively in the effective accomplishment of purposes within organizations. It focuses on the important and difficult process of communication in such one-to-one relationships as superior-subordinate, line-staff and consultant-client, but also considers other relationships of importance to the manager, such as parent-child, friend-friend, and husband-wife. The process of communicating is studied via cases, films, twentieth century literature and other materials, and, of course, is experienced in the classroom, with the goal of increasing perception, awareness and understanding of one's own and others' points of view and behavior. Dolmor Fisher

**Mb 802 Seminar in Organizational Development (S; 3)**

Prerequisite: Mb 709 or consent of instructor.

There is widespread concern at the national level, including the Congress of the United States, about productivity and increasing employee alienation at work, including managers. This seminar is concerned with reversing this trend by providing approaches, tools and techniques to assist the student and the organization to become more competent. Both the individual manager and the successful institution (business, educational, nonprofit or other) must be flexible, adaptable to change and better able to meet the needs of both employees and the institution. The seminar provides the student with diagnostic approaches to determine when and where such tools should be used as: organizational design to better fit the environment; job enrichment; management by objectives; role analysis; attitude surveys and feedback methods; interface problem-solving; organizational confrontation; managerial and other team building; methods for inter and intra group conflict resolution; organizational confrontation meetings; and laboratory training. The content matter of the course is drawn from such fields as psychology, sociology and applied anthropology. Emphasis will be placed upon the individual and personal development of the student in addition to assisting him or her to understand and be more effective in managing change and innovation. Since the course is a seminar, there is no advance syllabus. Rather, the seminar is tailored to the needs of the students enrolled in the course at the time. It may include individual or group projects as well as cases, "nonquantitative" business games and the like, depending upon the psychological contract developed with the students in the seminar. Edgor F. Huse  
John W. Lewis

**Mb 803 Managerial Effectiveness (F; 3)**

Prerequisite: Mb 709 or consent of instructor.

The practicing manager is under pressure to get results. The organization in which he or she works is made up of individuals and units above, beside and beneath him or her, who are also striving to achieve certain results. This complex of striving people and units



inevitably sets up dynamic tensions in the organization — tensions both of cooperation and of conflicting effort. The problem for the manager is how to make constructive use of inherent tensions in the organization. This course deals with skills and processes which are available to the manager for coping with the dynamic tensions of organization. These are: (1) the resolution of conflict between individuals and between groups; (2) confrontation by the manager representing him or herself in advocacy of his or her own needs; (3) counseling with organization members who are feeling stress; and (4) creation within the organization of belief in its problem-solving capacities.

John W. Lewis

#### **Mb 804 Group Dynamics (S; 3)**

Prerequisite: Mb 709 or consent of instructor.

The purpose of this course is to help the student understand group processes and to become more effectively involved in membership and leadership roles in groups such as committees, task groups, and project teams. The students will work together as a project team in the course, designing, implementing, and evaluating a term project related to the course content. Thus, in addition to readings and discussions about group dynamics, they will be able to use their own project group as a learning laboratory.

John W. Lewis

#### **Mb 805 Seminar in Management Development (Summer; 3)**

Prerequisite: Mb 709 or consent of instructor.

This seminar will explore and evaluate some of the current theories and techniques being applied in the Management Development area. Students will examine management development concepts and applications through outside readings, class discussions, and team projects. A large segment of class time will be devoted to participation in management development exercises and techniques (role-playing, in-basket exercises, simulations, etc.), as a basis for evaluating their possible worth and inclusion in management development programs. This seminar will be of prime interest to persons who are actively interested in or engaged in the design and conduct of management development programs.

Raymond Keyes

#### **Mb 806 Industrial Psychology (F; 3)**

Prerequisites: Mb 709 or consent of instructor.

One of the keystones of organizational effectiveness stems from the success of the manager in solving personnel problems. Frequently, the areas of (1) personnel selection and classification, (2) wage, salary and incentive program administration, (3) personnel performance appraisal, and (4) union-management relations are unsystematically performed or left completely to the personnel department. This course will examine systematic approaches to these personnel administration areas utilizing the latest findings in behavior science research. Selected exercises and cases will be employed to enhance the students' understanding of key concepts.

James Bowditch

#### **Mb 807 Personnel Management (S; 3)**

Prerequisite: Mb 709 or consent of instructor.

The goals of this course are to acquaint the student with basic personnel processes and procedures and give experience in solving some of the practical problems which frequently confront personnel departments of organizations. It will be a blend of the latest behavioral science techniques and the more traditional management procedures in the personnel administration domain. Topics included will be job design, performance, appraisal, staffing, selection and promotion, wage and salary administration, collective bargaining process, managing the higher level employee, training and personnel development. Classwork, library work, and field work will all be a part of this offering.

James Bowditch

#### **Mb 810 Management of Religious Institutions (S; 3)**

Prerequisites: None. May not normally be taken for credit in addition to Mb 709.

This course is concerned with the management of voluntary, service organizations, particularly religious institutions. The course focuses on the similarities and differences between these organizations and profit making institutions. Issues to be covered include: a systems approach to management, career steps of congregation leaders, power and authority, team building and participative management, organizational climate and environment, models for coping with uncertainty and long range planning. The intent of the course is to increase the managerial skills of clergy and lay persons who already have theological training.

James Bowditch

Jeon Bartunek

## Management: Computer Sciences (Mc)

#### **Mc 022 Computer Science (F, S; 3)**

An introduction to the structure, concepts and use of modern computing systems as well as the construction of well formed solutions to problems. In addition to programming in a low level machine language students will be expected to write programs in either BASIC or PL/1. Emphasis will be placed on understanding what a computer can and ought to do. There are no prerequisites, although students with prior programming experience should not take this course.

The Department

#### **Mc 156 Statistical Analysis (S; 3)**

This course stresses the theoretical and practical foundations of statistical decision-making. Probability theory leading to statistical decision rules forms a major emphasis of the course. A prior course in calculus would be very helpful.

John J. Neuhauser

#### **Mc 299 Independent Study (F, S; 3)**

The student works with an individual professor on a mutually agreed upon topic. An oral and written presentation is required.

By arrangement.

The Department

#### **Mc 350 Structured Programming (F, S; 3)**

The main purpose of this course is to develop a systematic, well-disciplined, approach to problem solving. Students will learn to apply the classical "Scientific method" to the production of computer programs. Students will also learn how to use the PL/1 language.

The Department

#### **Mc 361 Simulation Methods (S; 3)**

An introduction to building computer models of decision-making systems. Prerequisites include some exposure to computing; some statistics helpful. Offered alternate years.

John J. Neuhauser

#### **Mc 365 Systems Analysis (F; 3)**

Prerequisite: Some facility and experience with at least one computer language.

This course teaches the student how to analyze the structure and flow of information in organizations like businesses and hospitals as well as how the computer itself as a system structures and processes information on the instruction and circuit level. Accessing methods and disk processing will be presented.

William J. Horne

#### **Mc 370 Technological Impact (S; 3)**

This course examines the philosophical, psychological, social, legal and economic impact of modern technology, especially as objectified in the computer. Attention will focus upon the effects on the individual, society in general and on organizations. Billed as a "qualitative computer course", the student should expect to raise and analyze significant issues in these areas. A person taking this course should have at least an elementary understanding of computer processes (as might be evidenced by experience with a computer language) and an interest in where society is and is going in virtue of this burgeoning technology.

William Griffith

#### **Mc 384 Applied Statistics (F; 3)**

An introduction to the theory and use of linear statistical models particularly as they are applied to the analysis of data for forecasting and experimental analysis. An elementary statistics course is a prerequisite; an acquaintance with linear algebra and the ability to use a computer are desirable.

John J. Neuhauser

#### **Mc 392 Operations Research (F; 3)**

Presents the concepts and techniques of linear optimization including linear, integer and dynamic programming. Essentially the course deals with the optimization of linear functions subject to linear constraints with special attention given to formulation and post-optimality analysis. Some mathematical fluency is necessary and the ability to use a computer is very helpful.

To Be Announced

#### **Mc 400 Business Systems (F, S; 3)**

COBOL (Common Business Oriented Language) is the most widely used programming language in the business community. This course



offers the student the opportunity to become proficient in this language. In addition, the course will cover, in detail, the concepts of selecting storage media (such as tape or disk files) and the structure design and organization of files. The course material will include sequential, direct, and indexed sequential file organization. It will involve a project where a student will design a file and then proceed to interact with it for information updates, retrieval, sorts, and the like. A few classes will deal with the Job Control Language needed to do much of the above. Proficiency in at least one programming language is necessary for entrance into this course.

James Gips  
Peter Kugel  
C. Peter Olivieri

#### **Mc 402 Artificial Intelligence (F; 3)**

An introduction to the field of intellectually behaving computer programs. A student will learn to construct programs dealing with non-numerical data and programs that learn from their own experience. Attention will be given to the understanding of what computer programs can do to analyze information, develop strategies and make decisions. The only prerequisite is the ability to read and write computer programs.

James Gips  
Peter Kugel

#### **Mc 404 Machines and Languages (S; 3)**

Prerequisites: The ability to read and write computer programs and some mathematical maturity.

This course is an introduction to the theory of computation and its applications to the design of computers and computer languages.

The theory of computation studies the scope and limits of the computing process. This course will deal with some of the things that computers can and cannot do from a strictly theoretical point of view. It will focus on the kinds of languages computers can and cannot understand. The aim of the course is to enable the student to understand the theoretical limits of computers and enough about the structures that have been developed by theorists so that he or she can deal with some of the basic issues in the design of computers and computer languages.

James Gips  
Peter Kugel

#### **Mc 406 Data Structures (S; 3)**

This course provides the necessary framework for more effective and efficient usage of modern storage structures by concentrating on the logical design of such structures and not on any particular physical implementation of such structures. The course begins by a consideration of the basic static storage structures which are commonly implemented in algebraic programming languages. Next we consider structures which have limited potential for change on their periphery (i.e., stacks, queues and deques). This is followed by a more extended treatment of dynamic structures (i.e. trees, graphs and linked lists). The final part of the course involves consideration of what might be termed applications, sorting, strings, data searching, file structures, storage allocations, garbage collections and data management.

Peter Kugel

#### **Mc 450 Programming Systems (S; 3)**

Prerequisite: Mc 350 or equivalent.

People who use computers do not, in general, use computers. They use a programming system that communicates what they want done to the computer. This course is about the design and construction of such systems. Its aim is to familiarize the student with the major features of such systems as COBOL, FORTRAN, PL/I, SNOBOL, and others and also enable him or her to design new programming systems for special applications. General features of such systems and the languages they make possible will be considered.

James Gips  
Peter Kugel  
David Levine

#### **Mc 452 Computer Organization (S; 3)**

Prerequisite: Mc 350 or equivalent.

In order to make effective use of the computer, it is important to understand its basic organization and structure and how it actually follows instructions. This course is designed to introduce the student to basic computer organization and to machine and assembly language programming. A particular computer and assembly language will be used extensively to illustrate the concepts being taught and to give the student ample assembly language programming experience. Various computers with different types of organization

and instructions will be compared. Additionally, the functions and characteristics of important kinds of systems software will be described.

James Gips  
David Levine

#### **Mc 454 Computer Graphics (F; 3)**

Prerequisite: Mc 350 or equivalent.

Whether in the graphical display of large amounts of data, or the computer-aided design of new products, computer graphics is becoming increasingly important. In this course the student will learn the fundamentals of computer graphics and will gain extensive experience in designing and implementing computer graphics programs. Full use will be made of graphics display devices both for instruction and student homework. Each student will design and implement a substantial computer graphics program in an area of interest as class project. This course is offered every other year.

James Gips

#### **Mc 600 Mathematics for Management (F; 3)**

This course is designed to increase the mathematical literacy of persons just beginning the MBA Program. Much attention will be given to problem solving so that students will gain experience with mathematical notation and techniques. There are no prerequisites.

John J. Neuhouser  
C. Peter Olivieri

#### **Mc 606 Forecasting Techniques (F; 3)**

The planning process is dependent on forecasting ability combined with logical decision making. This course focuses on forecasting models of processes that occur in business, economics and the social sciences. The techniques presented include time series models, single equation regression models and multi-equation simulation models. Underlying theory is presented through real cases. Prerequisites include previous exposure to statistics and ability to use computing facilities.

To Be Announced

#### **Mc 608 Cases in Management Science (F; 3)**

This course uses the case study method to show how and in what areas management science is being used to help solve business problems. A variety of topics and cases will be presented in order to produce students, who can, in their careers as managers, recognize possible MS applications and the appropriate technique, appreciate the advantages and limitations of MS, understand and intelligently employ MS tools. The areas to be covered comprise: (a) Credit Scoring (Discriminant Analysis) (b) Asset Liability Management (Linear Programming) (c) Inventory Management (Statistics) (d) Short Cases in Probability (e) Modeling in General. Prerequisites: a degree of mathematical literacy and the ability to use computing facilities.

The Department

#### **Mc 706 Statistical Decision Making (F; 3)**

This is a graduate level statistics course for students with little or no prior knowledge of statistical analysis. Its purpose is to present the practical procedures and theoretical basis of modern statistics, statistical inference, analysis of variance, correlation analysis, and multiple regression through a consideration of general linear models.

John J. Neuhouser  
C. Peter Olivieri

#### **Mc 707 Quantitative Analysis and Computer Science I (F; 3)**

This course is intended to serve as an introduction to computers and computer processes for graduate students. The student learns and programs in the BASIC language. In addition, he or she will become familiar with using existing library programs to perform statistical and quantitative analyses in a variety of decision-making situations. At the end of the course, the student will have an idea of both the capabilities and limitations of computers as well as the skills necessary to use them effectively. Competence in simulation, model building, and an introductory level of data analysis will be a further byproduct of the course. Both batch processing and time-sharing computer usage will be involved.

The Department

#### **Mc 708 Quantitative Analysis and Computer Science II (S; 3)**

This course is designed to provide an introduction to the study of operations research, a scientific methodology for examining, defining, analyzing, and solving complex problems. When applied to the solution of management problems, operations research is often called management science. Some of the mathematical models investigated are linear programming, assignment/transportation



## 164 / Description of Courses

### MANAGEMENT: ADMINISTRATIVE SCIENCES

models, dynamic programming and integer programming.

The Department

#### **Mc 897 Directed Readings (F, S; 3)**

The student does extensive reading in a selected area under the direction of a faculty member. The student is expected to present written critiques of the reading and be capable of careful comparisons between them. *Prerequisites:* Consent of department chairperson.

By arrangement

The Department

#### **Mc 898-899 Directed Research I and II (F, S; 3, 3)**

The student investigates a topic under the direction of a faculty member. The student is expected to develop a paper with publication potential. *Prerequisite:* Consent of department chairperson.

By arrangement

The Department

## Management: Administrative Sciences

### Administrative Policy Program (Md)

#### **Md 021 Managing Complex Organizations (F, S; 3)**

This course develops the need for, and role of, management in complex organizations and systems. The existence of a body of management knowledge that can be applied to organizational and societal problems is demonstrated. Within a historical framework, the contributions of management scholars and practitioners are fused with those of cultural anthropologists, social psychologists, political scientists, and other social scientists. Together, they extend understanding of the nature of organizations, and of the functional and dysfunctional aspects of various management processes and practices. The main focus, however, is on demonstrating the generality or universality of management knowledge by using it in dealing with common organizational and managerial problems within various institutional settings (e.g., hospitals, universities, businesses, urban management, etc.). Through simulated management practice the student gains insight into the cognitive, human, and technical skills needed for effective administration. Overall, the need for managers and organizations to develop sound theories and philosophies of management to cope with the many dilemmas and value issues facing administrators is stressed.

Wolter H. Klein

Alon P. Thoyer

#### **Md 099 Administrative Strategy and Policy (F, S; 3)**

*Prerequisite:* Successful completion of SOM professional core and senior standing.

This course focuses on the study of the administrative process as organizational guidance - from a top-management perspective. This involves the nature, formulation, and implementation of strategy and policy; the necessity of, and problems resulting from functional integration and human interaction; the planning, organizing, and controlling processes; the evaluation of risks and alternatives; and administrative philosophies and ideologies. Considerable emphasis is placed on student participation through class discussion, and on the development of administrative skills.

The Department

#### **Md 299 Independent Study (S; 3)**

*Prerequisite:* Senior standing, Md 099 and consent of department chairperson.

The student works under the direction of an individual professor.

By arrangement

The Department

#### **Md 390 Small Business Management (S; 3)**

*Prerequisite:* Senior standing and satisfactory completion of the SOM professional core.

The purpose of this course is to provide a viable alternative for those students who are likely to enter small or new businesses rather than those of a large or established nature. Emphasizing class discussion, case analysis, and a major project, the course covers the recent practices, trends, regulations and opportunities which affect the smaller enterprise. In addition, the course directs the functional

management areas to the needs of small business.

Thomos W. Dunn

#### **Md 602 Management Thought in Perspective (F; 3) or (S; 3)**

This course examines management thought as a dynamic, evolving, and organized body of knowledge influencing managerial performance and practice. The recognized and representative school of management thought - Classical, Behavioral, and Management Science Schools - are examined to identify similarities and differences, and to understand the basic assumptions, applications, strengths, and weaknesses of each. Within the context of these schools of thought, emphasis is given to the search for differences in the environments within which firms must operate. The economic, legal, philosophical, political, cultural, and technological effects which influence management thought and performance are studied, as are recent research and ideas, current issues, and emerging concepts contributing to total thinking about management. Specific issues such as decentralization, management by results, and the systems approach will be examined in-depth to illustrate the effects of environmental factors upon, and the interface among the Classical, Behavioral, and Management Science Schools of Management Thought.

Wolter H. Klein

Dovid C. Murphy

John E. Von Tossel

#### **Md 650 Management and Public Policy (F; 3) or (S; 3)**

The course examines the public-policy process, focusing in particular on the utilization of managerial skills and concepts in examining the formulation, implementation, and evaluation of public policy. The contributions of interdisciplinary perspectives are considered as are the issues pertinent to specific substantive areas. The policy process is viewed throughout as a manager's link to understanding and responding to the socio-political environment. Analytical techniques available to the policymaker are surveyed.

Joseph A. Raelin

#### **Md 710-711 Policy Formulation and Administration I and II (F, S; 3, 3)**

*Prerequisite:* Six core courses must be completed and it is strongly recommended that the entire core be completed. Confer with the Department Chairperson if you have not completed the core or CBK. Md 710 is a prerequisite for Md 711.

This required, sequential course provides an integrative study of administrative processes under conditions of uncertainty. The course is integrative in at least three respects: (1) it provides the customary integration of the functions from an organizational-wide, administrative point of view, (2) it has strategy formulation and implementation as its organizing focus, and (3) it presents the latest knowledge in the policy field along with carefully selected cases so as to provide intensive, integrative drilling of conceptual developments and the needed administrative skills. The conceptual knowledge covers such topics as modes of strategy formulation, role of the general manager, strategy and structure, stages of corporate development, and design of formal strategic planning systems. The cases deal with policy making in government, hospitals, universities and in small, multi-mission and multinational businesses. Of major concern throughout the course is the development of broad transferable skills such as problem identification, problem solving with emphasis on broad, messy, unstructured problems, learning to ask deliberative questions, and decision making. Case analysis is supplemented by role playing, learning cells, simulation exercises, in-baskets, special and group projects, library searches to up-date cases, and oral and written presentations.

John Diffenboch

Thomos W. Dunn

Wolter H. Klein

David C. Murphy

John E. Von Tossel

#### **Md 803 Management Decision Making (F, S; 3)**

This course uses a general management simulation to enable students to put into practice the principles of management decision-making and forward planning in a framework which approximates the risk, the uncertainty, and the dynamics inherent in actual business and economic situations. The major objective is to clarify the relationships among the functional departments (finance, production and distribution) of a business enterprise. Some of the administrative problems included in the exercise are profit management, sales forecasting, production and inventory control, cost analysis,



pricing policies, budgeting, and capital management. The participants must prepare and analyze financial reports, fund flows, budgets and sales forecasts. Each student acts as a member of a particular company organization in an industry having a few relatively equal firms, so that there are both internal problems of communication and external problems of competition. The participants are expected to apply the universal principles of scientific procedure in order to discover the nature of the simulated business world encompassed in the environment, and thus to improve their control of the company's situation.

John E. Von Tassel

**Md 804 Management of Technology (F; 3) or (S; 3)**

This course places emphasis upon appropriate structuring of research and development efforts in order to achieve a common framework for schedule, cost, and technical performance controls. Project management organizational arrangements and project management tools are described and evaluated. The growth of technology, technology assessment, technology transfer, and the role of the Federal Government in the direction and management of technology are other typical topics which are analyzed in class and recommended for class research projects.

R. Bolochondro

**Md 805 Project Management (S; 3)**

This course recognizes that an increasing number of organizations are structuring a wide variety of activities into projects for management purposes. The major objective of the course is to familiarize the student with the essential factors critical to project effectiveness. Topics covered will include project organization, planning and control techniques, client-parent-project relations, design, and environmental constraints. The student will be expected to complete a major research effort and to participate in a class project.

Dovid C. Murphy

**Md 806 Planning Theory and Practice (S; 3)**

This course begins with an investigation of why planning is needed now more than ever by modern complex organizations, whether engaged in business, education, government, or service and whether for profit or not-for-profit. The first half of the course is devoted to the concepts and purposes of long range planning. The second half of the course deals with shorter range planning and programming. Emphasis is divided equally between the theoretical bases for planning and programming and the actual practices, tools and techniques which are found in the best planning organizations. Case problems and case studies are used to reinforce class discussion.

Richard B. Moffei

**Md 807 Seminar in Advanced Topics in Administrative Sciences (F; 3) or (S; 3)**

This seminar deals with the strategy formulation and implementation problems which face all organizations. Advanced and original analysis is conducted to study how strategy permeates and is round-ed-out and implemented by policy, organization and control. Emphasis is placed on the organization's integration and adaption to its dynamic internal and external environment.

Wolter H. Klein

Dovid C. Murphy

John E. Von Tassel

**Md 808 New Business Formations (F; 3)**

This course is designed to show the student how to organize a new business. Topics discussed include selected aspects of corporation law, entrepreneurship, accounting and financial aspects of new business formation, innovation and patent protection, the role of research and development in emerging business, marketing and product planning, business and technological forecasting, principles of valuation, and the management of growth.

Richard B. Moffei

**Md 815 Policy Issues in Public Utility Management (F; 3) or (S; 3)**

This course covers both the conceptual and application aspects of policy-level issues confronting public utility companies and regulatory commissions. It is intended that the student will derive from this course: (1) a more comprehensive understanding of the policy-making process, (2) knowledge of the issues covered, and (3) an improved ability to perceive the management implications of the issues. Some of the issues discussed are as follows: rate of return; rate design including two-tier pricing, automatic adjustment clauses, peak-load pricing, and lifeline rates; externalities such as political, public interest groups and consumer pressures; the regulatory process including regulatory lag; load forecasting; capacity planning; and management audits.

Classes are structured around discussions of readings, problem-oriented management cases, and guest speakers from public utility companies and regulatory agencies.

John Diffenbach

**Md 895 Case Research (F; S; 3)**

Prerequisite: Consent of the instructor.

This course studies specific problems in many and varied live business and non-business situations. For the most part the student works on an independent basis, preparing case presentations and analyses. The CASE RESEARCH PROGRAM forces the student to apply his or her education, synthesizing various disciplines, theories, concepts, and techniques, therefore imparting a degree of "reality and relevance" to the student's education which may not otherwise be present. As a result, the participant develops a rapport with the business and the nonbusiness community and with the management profession, exposing him or her to the realities of both, and assisting him or her in developing the conceptual, analytical, expressive and human skills necessary in practice.

John Diffenbach

Thomas W. Dunn

Dovid C. Murphy

**Md 897 Directed Readings (F; S; 3)**

Prerequisites: Second year status, consent of department chairperson.

The student does extensive reading in a selected area under the direction of a faculty member. The student is expected to present verbally or in writing careful critiques of the readings and to develop interrelationships between them.

By arrangement

The Department

**Md 898, 899 Directed Research I and II (F; S; 3, 3)**

Prerequisites: Second year status, consent of departmental chairperson.

The student selects a hypothesis or topic which is to be completely and thoroughly investigated under the direction of a faculty member. The student is expected to write a paper that employs sound research methodology and has publication possibilities.

By arrangement

The Department

## Management: Administrative Sciences

### Environmental Analysis Program (Me)

**Me 160 Management and Social Responsibility (F; S; 3)**

This course is a careful study of business as one of the truly central institutions of the western world. Major emphasis is on how business organizations have responded to demands for greater social involvement and responsiveness and on the necessity of managing these responses. Consideration is given to the use of social measurements and social audits to evaluate the effectiveness of the responses. Case analysis is used to encourage the student to wrestle with such issues as pollution, consumerism, racism, pluralism, inter-organizational relationships, changing social values, technology, occupational safety, increasing government regulation, public policy matters and urban renewal from the viewpoint of a manager.

Wolter H. Klein

Joseph A. Roelin

**Me 603 Comparative Management (F; 3) or (S; 3)**

This course is about management in different countries; it is an analysis of management as a variable in differing environments. Emphasis is on the search for like and unlike attributes and patterns. The analysis extends into consideration of the major economic and political systems with the objective of achieving better understanding of the impact the various systems have upon managerial processes and practices. The course is directed toward the development of cultural, organizational, and managerial perspectives.

Wolter H. Klein

**Me 607 Business Leadership and Urban Problems (S; 3)**

This course studies in some depth a half dozen or so pressing urban problems in an effort to explore business-government-university relationships in urban development and to develop conceptual



frameworks, managerial processes, and leadership skills for dealing with such problems. Among the problems that might be considered are employing the disadvantaged, black capitalism, mass transportation, controlling pollution, city planning, financing urban development, educational improvement, low-cost housing, racism, poverty and the ghetto, and health care. Trends in the metropolitan environment, the design and use of urban simulation games, and planning the economic-political-social environments of new cities will be considered depending upon the professional interests and backgrounds of the students.

W. Seavey Joyce, S.J.

#### **Me 610 Managing the Metropolis (F; 3)**

This seminar focuses upon what can be done to remake our cities. The historical development and current status of our cities is reviewed. Major emphasis is given to systematic consideration of the role that government, business, financing, housing, transportation and urban renewal play in metropolitan planning. Student projects are an integral part of the course.

W. Seavey Joyce, S.J.

#### **Me 700 Economics and Social Choice (F; 3)**

The purpose of this course is to create an understanding of economics as the science of choice. This is accomplished by studying the operation of a market economy and developing analytical insights into the functioning of the system in our society. Conceptual frameworks necessary to understanding the economic-rationale for behavior are presented along with those forces that influence the system as a whole. The course focuses on the theoretical underpinnings of such topics as: demand, supply, markets equilibrium, monetary policy, national income and consumption, fiscal policy, international economics and economic forecasting. The relevance of these topics to issues of public concern is stressed throughout the course.

Dovid C. Murphy  
John E. Von Tossel

#### **Me 701-702 Problems of Administration in Changing Environments I & II (F, S; 3, 3)**

*Prerequisite:* Elementary understanding of micro- and macro-economics analysis. Students without this understanding are required to take Me 700.

The integrating theme of this two-semester, core course is the complex, dynamic, two-relationship between the organizations of our society and the social environment in which these institutions now operate and are likely to operate in the future. Emphasis during the first semester is on understanding the dynamics of the social environment as a whole, that is, systematic analysis of the noneconomic as well as the economic effects of business on other institutions and of the social environment on business. Particular attention is paid to the basic assumptions, attitudes, concepts, ideologies, corporate or social responsibilities, and values that underlie a particular set of institutional arrangements and how changes in these assumptions affect the arrangements and the interactions among the various parts of the whole system. After exploring why environmental perceptions and organizational adaptiveness are so important, the second semester explores how environmental analysis and planning activities might be organized and matched to the information needs of those making strategic decisions. The role of the manager as a linking pin between the organization and its external environment is stressed. Several techniques such as Delphi, cross-impact, signal monitoring, and alternate scenarios will be evaluated, not for their sophistication but for their usefulness to management. Techniques of economic, technological, and socio-political forecasting are also considered. Case analysis is used extensively in both semesters of the course.

John Diffenboch  
Wolter H. Klein  
Joseph A. Roelin

#### **Me 897 Directed Readings (F, S; 3)**

*Prerequisite:* Second year status, consent of department chairperson.

The student does extensive reading in a selected area under the direction of a faculty member. The student is expected to present verbally or in writing careful critiques of the readings and to develop interrelationships between them.

By arrangement

The Department

#### **Me 898-899 Directed Research I and II (F, S; 3, 3)**

*Prerequisites:* Second year status, consent of department chairperson.

The student selects a hypothesis or topic which is to be completely and thoroughly investigated under the direction of a faculty member. The student is expected to write a paper that employs sound research methodology and has publication possibilities.

By arrangement

The Department

## **Management: Finance (Mf)**

#### **Mf 021 Basic Finance (F, S; 3)**

*Prerequisites:* Ma 021; Ma 022

This is a one semester course organized around two basic perspectives. Approximately half of the course will deal with the aggregative, or "macro" financial perspective. This perspective will focus upon the overall financial system and will include an analysis of the composition, characteristics and interrelationships of relatively homogeneous groups of financial entities and instruments within the system. The nature of these interrelationships and the manner in which they are expressed are reviewed through discussions of valuation and the organized financial markets. International aspects are also reviewed.

A second, or "micro" financial perspective, will focus on the function of financial management within the corporation. Topics to be covered include — financial statement analysis, pro forma statements, working capital management, capital budgeting and capital structure management. While the "macro" segment relies principally on the required text and lectures for exposition, the "micro" segment will employ primarily, the required text, case materials and problems, and class discussion.

The Department

#### **Mf 125 Financial Analysis (F, S; 3)**

*Prerequisite:* Mf 021

This course is designed to teach the use of the tools and techniques of financial analysis in the decision making process. Topics treated intensively include ratios, flow of funds analysis, cash budgeting, pro forma statements, breakeven analysis, operating leverage, financial leverage, the cost of capital, and the techniques of capital budgeting. The principles of portfolio theory and the notion of efficient markets will be introduced. The teaching methods will be a combination of lectures, problems, and case discussions.

Jerry A. Viscione  
Wolter T. Greoney

#### **Mf 130 Financial Markets (F, S; 3)**

*Prerequisite:* Mf 021

This course is designed to teach the students the nature, roles and functions of financial markets and other institutions in the context of funds flows. It deals with the process of funds transfers (financial intermediations) of various financial institutions historically and analytically.

John K. Ford  
Myo Moun

#### **Mf 151 Investments (F, S; 3)**

*Prerequisite:* Mf 021

The course introduces the student to the process of investing in financial securities. The functioning of financial markets and the analyzing of various investment media receive primary attention. Subsidiary topics include setting investment objectives, sources of investment information, and portfolio theory. Each student is responsible for a written analysis of the securities of a major company.

John K. Ford  
Kenneth E. Frontz  
Myo Moun

#### **Mf 152 Portfolio Analysis (S; 3)**

*Prerequisites:* Mf 125; Mf 130

The course acquaints the student with elementary quantitative techniques including probability theory, calculus maximization, and linear regression. These tools are applied to modern portfolio notions of risk and return measurement, diversification, capital market theory, and investment performance evaluation. Students are required to do a number of analytical projects involving use of the computer.

John K. Ford

#### **Mf 158 Management of Financial Institutions (S; 3)**

*Prerequisites:* Mf 125; Mf 130

This course is intended to provide the student with an introduction



to and a perception of the management of banks and other key financial institutions. The factors that influence the management of these institutions will be examined. Flow of funds statements and the effects of interest rate changes will be studied. Specific topics that are covered are the management of bank reserves, and the cash position and portfolio and loan management for the several types of financial firms such as commercial banks, Savings Banks, Insurance Companies, Pension Funds, Mutual Funds, Credit Unions, and Investment Banks.

Wolter T. Greaney  
Myo Moun

**Mf 163 Tax Factors in Business Decisions (S; 3)**

Prerequisite: Mf 021

The purpose of the course is to develop an awareness of the importance of tax law by illustrating its application in the practical areas of personal and corporate business endeavor. Although the Federal income tax receives primary attention, State and foreign taxes are also discussed.

John K. Ford

**Mf 165 Financial Management of Governments and Other Related Public and Private Institutions (F; 3)**

Prerequisite: Mf 021

This course is concerned with the methods by which federal, state and local governments and other related public and not for profit private institutions finance themselves and deliver their services. An analysis is made of the borrowing and taxing capabilities of the several levels of government. Debt and capital sources of funds for the related institutions are also examined. Thereafter, an in-depth examination is made of the traditional and emerging budgetary processes used to plan and select priorities for expenditures. This is followed by a consideration of the financial management of some of the functions performed by these units. Emphasis is on current areas of public concern.

George A. Arogon  
Walter T. Greoney

**Mf 205 Finance Seminar (S; 3)**

Prerequisites: Mf 021; Mf 125; Mf 130 and permission of instructor. This course permits a limited number (15) of senior Finance majors to study some of the modern techniques and more advanced theories of Finance. Each participant will be expected to:

1. Perform extensive research in an area.
2. Present a written report and give an oral presentation of his/her report.
3. Some directed readings may be part of the Seminar.

The subjects covered are determined by the participants in cooperation with the instructor. The grades will be based on the instructor's evaluation of all phases of the Seminar.

Myo Moun

**Mf 210 Managerial Finance (F, S; 3)**

Prerequisites: Mf 021, some Accounting and Economics would be helpful.

This course is designed for the non-finance specialist. It will cover the topics included in Corporation Finance I and II but in less detail. The teaching method will be a combination of lectures and case discussions. (Finance concentrators in the School of Management are not allowed to take this course for credit.)

Poul V. Devlin  
Ronold Porter

**Mf 222 Corporate Finance (F, S; 3)**

Prerequisite: Mf 125

This course is designed to analyze the management of the sources and uses of corporate funds. Topics treated intensively include the management of working capital, capital budgeting, short term financing, long term financing, and dividends. The teaching method will be a combination of lectures, problems, and case discussions.

Jerry A. Viscione

**Mf 223 Financial Policy (S; 3)**

Prerequisite: Mf 222

This course is an extension of the Corporate Financial Management course which emphasized the use of financial theory to formulate financial decisions and financial policies. This course will extend the formulation stage by focusing on three areas. The first will be the integration of the investment, financing and dividend decisions. The second will be the implementation of financial decisions and policies. The third will be the strategic aspects of financial management and policy and the effect that environmental factors have on financial decisions.

Jerry A. Viscione

**Mf 230 Financial Management of Multinational Corporations (S; 3)**

Prerequisite: Mf 021

The course is designed to teach the students the process of global funds flows and management of funds for a multinational corporation. It deals with the processes of funds transfers and sources and application of funds unique to the operations of a multinational firm. It introduces to the students the international dimensions of financial management in terms of complex factors that enter into financial decision-making on the global scale.

Mya Moun

**Mf 299 Individual Directed Study (F, S; 3)**

Prerequisites: Permission of the faculty member and the Department Chairperson to a student of senior status in the School of Management.

This is an opportunity for students interested in independent study to engage in a one to one relationship with a faculty member of the Finance Department. This course is only available to the student who has demonstrated (1) an extremely strong interest in some particular area of Finance, and (2) a strong self-motivation and self-discipline in previous studies. It is expected that the student will present the results of research to a faculty group of the Department towards the end of the semester. The permission of the Department chairperson is to be obtained when the individual faculty member has agreed to direct the student's research project.

Wolter T. Greoney

**Mf 703 Management Information Accounting and Control (MIAC) (F, S; 3)**

The purpose of this course is to develop skills in the collection and analysis of business information and to develop some measures of quantitative and qualitative performance of the business firm. The course begins with an introduction to accounting as a means to record and report the activities of a firm. In particular, that portion of a business' expenses which should be reported in a particular period and that which should be deferred to subsequent periods are discussed. The second phase of the course deals with the use of accounting information and its systematic collection for managerial decisions. The final phase deals with procedures and analytical techniques for making individual managerial decisions. The importance of the effect of such decisions on the organization is stressed.

William Horne  
Lowrence Morino  
John G. Preston  
Jerry A. Viscione

**Mf 704 Management Information and Finance (S; 3)**

Prerequisite: Mf 703 or equivalent

This course deals with the management of funds. Its purpose is to develop in the student skill in using techniques of financial analysis and the application of these skills to funds management. In particular, the estimate of flow of funds and the ability to judge a business' ability to meet its present and future commitments are discussed. The second part of the course deals with sources of short, intermediate, and long-term funds. Alternative means of dealing with particular needs are covered. Several methods of allocating scarce funds to competing opportunities are investigated in some depth. The subject of Valuation of the firm is also discussed. Some introduction is given to Financial Institutions and their role in supplying funds to businesses and non-profit organizations.

William Horne  
John G. Preston  
Jerry A. Viscione

**Mf 801 Investments: The Valuation of Financial Instruments (F; 3)**

Prerequisites: Mf 703; Mf 704

In a competitive market investors allocate funds among financial securities in response to perceived values and subjective attitudes toward risk. The course addresses the issues that seem to determine the relative values of financial instruments, and the techniques available to assist the investor in making the risk/return trade-off.

John K. Ford  
Kenneth E. Frontz

**Mf 802 Portfolio Analysis (S; 3)**

Prerequisites: Mf 703; Mf 704

The course begins with an introduction to elementary quantitative



## 168 / Description of Courses

### MANAGEMENT: ADMINISTRATIVE

techniques including probability theory and linear regression. These tools are then used to develop the modern theories concerning the functioning of capital markets. The theoretical results are applied to a wide range of managerial decisions including capital budgeting and investment performance evaluation.

John K. Ford

Kenneth E. Frontz

#### **Mf 805 Finance Seminar (S; 3)**

Prerequisites: Mf 703, Mf 704, Mf 806 and permission of the instructor

The topics included in the seminar will be determined by the students subject to the approval of the instructor. Each student will be expected to do extensive research in an area, lead the discussion on the topic, and pass in a written report. After the topics have been selected, the instructor will prepare a reading list. Emphasis will be placed on recent contributions to the area. Finally, the instructor will lead the seminar for the first two or three sessions. Topics covered will be some of the more advanced and modern techniques and theories of finance.

Kenneth E. Frontz

#### **Mf 806 Corporate Financial Management (F; 3)**

Prerequisites: Mf 703; Mf 704; Basic Statistics

This course emphasizes the design of optimal programs for the resolution of important problems in financial management. Four main areas are considered: (1) management of working capital, (2) capital budgeting, (3) capital structure management and (4) dividend policy. Programs are designed with reference to their impact upon the market value of the firm.

George A. Arogon

Ahmod Moufti

#### **Mf 815 Corporate Financial Policy (S; 3)**

Prerequisite: Mf 806

This course builds upon the corporate financial management course by more directly taking up implementation issues in financial management. In particular, concern will focus upon the interactive nature of financial policies; the institutional/environmental constraints upon financial decision-makers and the proper timing and sequencing of financial action plans. To serve these objectives, comprehensive case studies in financial management will be employed. As in previous finance courses, students in the financial policy course will also be expected to identify relevant issues, propose workable solutions and develop detailed plans of action to implement solutions.

George A. Arogon

Ahmod Moufti

#### **Mf 818 Financial Intermediaries, Markets and Instruments (F; 3)**

Prerequisites: Mf 703; Mf 704

This course is designed to teach the students on the advanced level, the nature, roles and functions of financial institutions in the context of funds flows. It deals with the process of financial intermediation and theories of financial markets. The course is set up to treat the development of financial institutions in terms of historical, analytical and quantitative methods.

Wolter T. Greoney

Myo Moun

#### **Mf 821 Management of Financial Institutions (S; 3)**

Prerequisites: Mf 704; Mf 818

This course provides an intensive analysis of the financial management policies and problems of financial institutions. These include commercial banks and other types of banks and such specific non-bank financial intermediaries as insurance companies, pension funds, credit unions, mutual funds, investment banks and commercial credit companies. The course covers the monetary and fiscal framework within which these institutions operate. It is concerned with the problems and decisions of the management of these institutions in the collecting and using of funds. It deals with the financial strategy and policy concerning risks and profit for determining what is the most effective mix of assets and liabilities.

Wolter T. Greoney

#### **Mf 824 Public Sector (F; 3)**

Prerequisites: Mf 703; Mf 704

The emphasis in this course is upon financial management of the public sector. The course will examine the purposes and scope of governmental spending, concepts and measures of public budgeting, decision-making and implementation facts in budget management, problems and innovations in financial management and distinctive

aspects of financial management in a variety of organizational types.

George A. Arogon

Wolter T. Greoney

#### **Mf 827 Tax Effects on Managerial Decisions (S; 3)**

Prerequisites: Mf 703; Mf 704

The course begins with a discussion of the income, estate and gift taxes that apply to individuals. The focus then shifts to the tax implications of managerial decisions in the areas of organization, marketing, production and finance. The federal income tax receives primary consideration but state and foreign taxes are also discussed.

John K. Ford

#### **Mf 830 International Financial Management (F; 3)**

Prerequisites: Mf 703; Mf 704; Basic Economics and Statistics

This course will remain essentially the same as in the past and it combines both undergraduate and graduate students. However, the course is now designed to deal with the subject matter with a greater depth and dimension on an analytical and quantitative basis. More advanced topics such as the implications of the New Floating Rates System, the SDR, the Basket Valuation of currencies, Euro-currencies markets, and a host of others will be dealt with more deeply.

Myo Moun

#### **Mf 899 Directed Study (F, S; 3)**

Prerequisites: Second-year status, consent of faculty member and Department Chairperson

The student must develop a topic and basic outline in the area of finance. He or she will investigate this topic thoroughly under the direction of an interested faculty member. He or she will prepare a paper that adequately shows his or her findings. This paper may be presented before faculty of the Finance Department. Emphasis is on research methodology and validity of the topic.

Wolter T. Greoney

## Management: Administrative Sciences

### Operations Management Program (Mg)

#### **Mg 021 Management and Operations (F, S; 3)**

Prerequisites: Ec 132, Ec 151, and Ma 022

This course serves as an introduction to general management, and to operations management. Overall, the course develops the task of managing an organization with an emphasis on the structure and behavior of productive systems. The primary objective is the development of a basic understanding of the process of integrating the human and technological resources in productive systems. The integrating process focuses on decisions of costs, quality, customer service, return on investment, personal satisfaction and social responsibility being consistent with organizational objectives and policies.

The Department

#### **Mg 105 Industrial Relations (F; 3) or (S; 3)**

This course examines: changes in labor force participation; unemployment; occupational composition and the operations of labor markets with the purpose of developing criteria for evaluating educational and manpower policies; economic security and related issues including discrimination in employment; the role of existing educational and training institutions; and the role of labor unions and collective bargaining. The relationship between national, economic and manpower policies is pursued throughout the course.

Dorothy Sparrow

#### **Mg 242 Personnel Management (F, S; 3)**

This course surveys techniques of modern personnel management from the points of view of both the manager as well as the Personnel Director. Topics covered include recruitment; selection, interviews, resume preparation, managerial evaluation and development, leadership and supervision, management-labor history, and relations, wage and salary administration, fringe benefits and psychological testing. Pertinent laws covered include the Wagner, Taft-Hartley and Landrum-Griffin Act, Fair Labor Standards Act and Walsh-Healey Act. Usually about 4 or 5 guest lectures on such topics as



college recruitment, Affirmative Action, Role of Women Executives, Social Security, Organizational Labor, U.S. and State Civil Service career opportunities.  
*Alon P. Thoyer*

**Mg 250 Operations Planning and Control (F, S; 3)**

*Prerequisite:* Mg 021

This course is a comprehensive and integrated treatment of the functions, techniques, objectives, and policies related to operations planning, scheduling, and control. An elementary knowledge of modeling and of the techniques of linear programming, critical path method, and simulation will be assumed. These techniques will be integrated with concepts of operations planning and control from the viewpoint of the manager rather than the technician. Selected readings and cases will serve as methods of integrating topics covered in the course and developing administrative skills in operations management.  
*Alon C. Rendo*

**Mg 299 Independent Study (F, S; 3)**

*Prerequisite:* Senior standing, consent of department chairperson. The student works under the direction of an individual professor.  
By arrangement *The Department*

**Mg 364 Collective Bargaining (F, S; 3)**

This course examines collective bargaining in the United States in both its institutional and procedural aspects. From the former perspective, the nature, development, structure, leadership and public policy regarding collective bargaining as a major contributing partner in the overall management of human resources in both private-sector and public-sector organizations are considered. The course then examines the collective bargaining process, per se, such as negotiation, grievance procedures, and dispute settlement. Formal bargaining models are reviewed. Finally, attention is focused on selected substantive issues.  
*Joseph A. Roelin*

**Mg 370 Operations Analysis (F; 3)**

*Prerequisite:* Mg 250

This course is designed to be a bridge between the understanding of analytical concepts and their useful implementation in managing operating systems. The course focuses on economic and strategic implications of major operating decisions facing managers with operating responsibilities. Drawing primarily on case studies, the course is action-oriented and emphasizes the development of reasonable and viable courses of action based on thorough analyses of complex operating problems. This course serves those whose career goals are positions of responsibility in the managing of operating systems, and who, therefore, need particular managerial insights and skills in transforming strategic operating plans into operating accomplishments.  
*R. Bolochondra*

**Mg 375 Systems Management (F, S; 3)**

*Prerequisites:* Mg 021 or Mg 706

This course has as its central theme the application of the problem solving and decision-making process to the operating system of any organization. The systems approach relates both principles of analysis and principles of synthesis to the management activities of planning and control. A generalized input-process-output model of a system is used to integrate the analytic tools available to the operations manager. Thus the use of modern theory and methodology provides the student with the ability to adjust to the specific processing system of any industry or activity, and with the skill to manage the details of any applied technology.  
*John E. Von Tossel*

**Mg 601 Labor and Industrial Relations - U.S. and International (F; 3) or (S; 3)**

This course studies labor and industrial relations in selected industrialized countries, including France, Germany, Great Britain, Sweden and the United States. The purpose will be to develop an understanding of the relation between political, social and economic factors and a country's industrial relations institutions. Major topics will include the organization of collective bargaining process, evolution of labor legislation and governmental policies toward labor-management relations, wages and incomes policies in the postwar period, the role of the multinational corporation, the relationship of collective bargaining to political parties, and European experiences with worker participation in management.  
*Dorothy Sparrow*

**Mg 608 Management of Health Care (S; 3)**

This course introduces the student to a variety of management issues in the health care delivery area, by allowing the student to

grapple with some real problem situations. The case method is used in combination with discussions to give the student this exposure. The areas covered can be divided into two broad categories: health care system design issues and health care system operating control issues. Design issues include: need identification, financing systems, cost, quantity, accessibility (volume) goal specification, capacity decisions, service or program design and organization structure. Operating control issues include: resource allocation (budgetary) systems, quality control systems, cost control systems.  
*Joel Chase*

**Mg 664 Labor Management Relations (S; 3)**

This course critically reviews and appraises the development and impact of collective bargaining in the United States. Attention is given to environmental forces, including public policy as well as to the negotiation and administration of labor agreements and related issues.  
*Donald J. White*

**Mg 706 Production and Operations Management (F, S; 3)**

This course studies the field of production and operations management with an analytical approach and the broad viewpoint, together with a systems synthesis of the input-output process inherent in any organization designed to achieve objectives. Emphasis is placed on the economics of production, relating cost concepts to the decision-making process. The methods used in the design of production systems are integrated with operations planning and control to achieve effective and efficient solutions for production problems. Depth of coverage is preferred to breadth, however the interrelations with other operating functions are recognized and identified.  
*R. Bolochondra*  
*David C. Murphy*

**Mg 897 Directed Readings (F, S; 3)**

*Prerequisites:* Second year status, consent of department chairperson.

The student does extensive reading in a selected area under the direction of a faculty member. The student is expected to present verbally or in writing careful critiques of the readings and to develop interrelationships between them.

By arrangement

*The Department*

**Mg 898-899 Directed Research I and II (F, S; 3, 3)**

*Prerequisites:* Second year status, consent of department chairperson.

The student selects a hypothesis or topic which is to be completely and thoroughly investigated under the direction of a faculty member. The student is expected to write a paper that employs sound research methodology and has publication possibilities.

By arrangement

*The Department*

## Management: Honors Program (Mh)

**Mh 125 Communications and Conference Management (F; 3)**

*Prerequisites:* Open to School of Management Honors Program sophomores, or by permission of the Director.

This course acquaints the student with public speaking and the operation of meetings. It includes the preparation of speeches to be presented in front of small groups. Closed circuit television is utilized such that each student obtains audience criticism as well as immediate feedback on performance in front of groups. In the conference management section, the student is expected to obtain a basic knowledge of task division, committee assignments and agenda setting.  
*Daniel McCue*

**Mh 128 Management Writing Skills (S; 3)**

An advanced course in written communication for students who have already mastered the basic skills. The course aims to develop clarity, brevity, and vigor in expression through the writing and editing of letters, memoranda, and reports. Modern examples and practical application will be stressed.

**Mh 199 Thesis (F, S; 3)**

Open to School of Management Honors Program Seniors, or by permission of the Dean and Director. The honors thesis consists of a



## 170 / Description of Courses

### MANAGEMENT: INFORMATION SYSTEMS

project normally done under the direction of a faculty member from the department in which the student has an area of concentration. In general it follows the format of a thesis for which data are collected, analyzed and a substantive report is written. The topic and format of the project are mutually agreed upon by the student, advisor and the Director of the Honors Program.

By arrangement

#### **Mh 891 Thesis I (F, S; 3)**

This seminar is for the student who elects to write a thesis in order to meet the requirements for the MBA degree. A thesis candidate enrolls for six hours of credit. During the first term the thesis candidate will meet with the Thesis Program Director and will receive guidance relating to the overall thesis requirement. He or she will then set about to select and develop a suitable problem for thesis research, do preliminary research and prepare a preliminary thesis proposal. Finally, a detailed plan for the final research effort and a workable writing plan are prepared. The primary intention of this first part of the thesis requirement is to prepare the student for an assignment to an appropriate faculty member who will direct the research and writing of the formal thesis.

Richard B. Moffei

#### **Mh 892 Thesis II (F, S; 3)**

Upon successful completion of the requirements of Thesis I, the student will register for the additional three credit hours in a subsequent term. In this stage, the student works under the direction of the assigned thesis advisor. All thesis candidates will maintain contact with the Thesis Program Director concerning necessary arrangements for scheduling thesis presentations and for completing thesis requirements.

Richard B. Moffei

#### **Mh 896 Directed Readings (F, S; 3)**

Where a student wishes to pursue study in an area not available in regularly scheduled courses, he or she may propose an independent readings project. In such cases, the student must contact a faculty member who has necessary background in the area. Together they will agree on a list of appropriate readings. In some instances, it will be necessary for the student to pursue a literature search as a preliminary step in the preparation of the readings list. When agreement is reached, the faculty member assumes responsibility for directing the readings project and for evaluating results through oral or written examination.

Richard B. Moffei

#### **Mh 898 Directed Research (F, S; 3)**

A student may propose to a faculty member an independent research project. In such cases, the student must submit a written proposal to the faculty member and to the Dean. If approved, the student will proceed with the research project under the direction of the faculty member. The project will normally include the proposal, a working plan, a presentation, and a written report. On occasion, students may be selected to work on research teams under the direction of experienced faculty researchers. In such cases, the student gains the added advantage of formal research direction and close working relationships with faculty members who are actively engaged in substantive research endeavors. Assignment of credits (3 or 6 credits) will depend on the scope of the research project and will be determined on the basis of the research proposal.

Richard B. Moffei

## Management: Information Systems (Mi)

#### **Mi 802 Management Information Systems (S; 3)**

The overall objective of this course is to provide a systematic insight into the problem of identifying an organization's recurring information requirements which facilitate the decision-making process. Particular emphasis will be given to the analysis of problem situations and the designs of attendant information systems necessary to meet these problems. While some attention is given to the technical nature of information processing no extensive previous computing experience is necessary. Instead, efforts will be directed toward managerial measures such as adequacy and cost. As technical issues arise they will be treated via class instruction and supplementary readings.

William J. Horne

#### **Mi 803 Analysis and Approach to Systems Design (F; 3)**

This course is the first of a two part sequence intended to develop skills in designing information systems. On one level, attention will be focused on MIS from the three following viewpoints; the systems analyst, the data processing manager and top management with emphasis upon what each stresses as relevant regarding the needs, objectives, design, implementation, use and control of MIS and its role in decision making. Secondly, emphasis will be placed on the technical analysis and development of information systems as preparation for being able to "do it" not just talk about it intelligently. Topically, the coverage is: the general framework of MIS; hardware; software; operating systems; file structures; evaluation and selection of computers; analysis; design; on-line systems; and organizational impact.

C. Peter Olivieri

William Griffith

#### **Mi 804 Development and Implementation of Management Information Systems (S; 3)**

Prerequisite: Mi 803 or permission of instructor.

As a follow-on to the material on systems analysis contained in Mi 803 this course will require the design of a mini-information system. After reviewing both gross and detailed design concepts, the student will become involved (either alone or in groups) in searching out, designing and implementing a management information system. Class time will be devoted both to group project meetings and to an interactive discussion of some of the following topics: system inputs and outputs; project planning; developing the data base; modeling the system; software preparations; testing; evaluating and implementing the system.

C. Peter Olivieri

William Griffith

## Management: Law (Mj)

#### **Mj 021 Introduction to Law and Legal Process (F, S; 3)**

An introduction to law, legal institutions, and the legal environment of business. A study of the United States Constitution, common law, and statutes as sources of law. A study of courts, quasi-courts and administrative agencies as remedial agencies. The substantive law of contracts.

The Department

#### **Mj 147 Constitutional Law (F, S; 3)**

A study of the United States Constitution, the nature of the Court, the history of the Court, the members of the Court, and the role of the Court in shaping social, economic and political policy.

William B. Hickey

#### **Mj 148 International Law (F, S; 3)**

The purpose of the course is to provide the student with an understanding of the basic legal relationships among individuals, business enterprises and governments in the world community. The course examines the nature and historical sources of international law, treaties, international organizations including the United Nations and the European Economic Community, and the rights and duties of diplomatic and consular officials.

Alfred E. Sutherland

#### **Mj 151 C.P.A. Law (F, S; 3)**

A general review of the law of contracts, negotiable instruments, partnerships, corporations, sales, bailments, wills, trust and estates, bankruptcy and other matters of particular interest to those who are preparing for C.P.A. examinations.

The Department

#### **Mj 152 Labor Law (F, S; 3)**

Introductory considerations pertaining to organized labor in our society. Examination of the processes for establishing collective bargaining, including representation and bargaining status under the National Labor Relations Act. Class discussion of the "leading" cases relevant to the legal controls which are applicable to intra-union relationships and the legal limitations on employer and union economic pressures. Students are required to submit a research paper on a current Labor Law topic.

David P. Twomey

#### **Mj 154 Insurance (F, S; 3)**

This course is designed to indicate how insurance is used in modern business and in one's personal life to meet the economic demands made upon the thinking man in our society. One-third of the course deals with life insurance, one-third in property insurance and one-third in liability insurance. It is taught from the point of view of a



potential buyer who is trying to solve a given problem, and who realizes that the answer may lie in insurance, mutual funds, etc.

Frank J. Parker, S.J.  
Vincent A. Harrington

#### **Mj 156 Real Estate (F, S; 3)**

This course is designed to show the student the opportunities in real estate as an investment, to show how a potential investor should buy, hold and sell real estate and other property. Tax aspects and legal aspects are stressed as well as the "how-to-do-it" approach. It is compared and contrasted with other investments such as mutual funds, dollar-averaging, etc.

Frank J. Parker, S.J.  
Vincent A. Harrington

#### **Mj 161 Corporations (F, S; 3)**

The course examines the legal aspects of the modern business corporation involving a comparative study of partnerships, trusts, and other unincorporated associations. The course treats of the formation of a corporation, the issuance and transfer of securities, corporate powers, the duties of directors, voting trusts and the impact of SEC and tax legislation.

Alfred E. Sutherland

#### **Mj 601 Corporation Law I (F, S; 3, 3)**

The purpose of this course is to provide the prospective manager with an understanding of the increasingly important legal aspects of a modern corporation. To the furtherance of this objective the case method is utilized in examining relevant corporation statutes and leading cases. The course includes a legal history of the corporation, examination of state corporation statutes particularly Delaware and Massachusetts, the formation of a corporation, corporate liability in tort and contract, control under proxy Section 14 of the Securities Exchange Act of 1934, voting trusts, Subchapter S Corporation, duties of directors and controlling shareholders, inside trading and S.E.C. rule 10 b-5 and derivative suits.

Alfred E. Sutherland

#### **Mj 602 Corporation Law II (F, S; 3, 3)**

Prerequisite: Mj 601

The course examines legal aspects of financing the corporation including subscription shares, corporate promotion, watered stock, pre-emptive rights, preferred stock and bond, the Securities Act of 1933 and the disclosure requirements of registration statements and prospectuses, declaration of dividends, surplus and reserves, mergers, recapitalizations and charter amendments. The course will treat of anti-trust and S.E.C. laws affecting multinational corporations and pertinent aspects of foreign law including the corporation laws of Switzerland and Bermuda.

Alfred E. Sutherland

#### **Mj 631 African Business Environment (F; 3)**

Area of survey of political, economic, physical, legal, cultural and religious influences which affect the ability of foreign corporations to do business in Africa. North-South dialogue, development questions, nationalization, strategic concerns, economic treaties and import-export regulations will be examined.

Frank J. Parker, S.J.

#### **Mj 811 Legal and Ethical Problems of Business**

An examination of criminal and ethical problems of government, business politics and the military. Students will present papers for discussion. A modified case approach based on such cases as the "Salad Oil Scandal", Nixon Income Tax, G.E. Price Fixing, Hoffa Case, Vesco Case, etc.

Not Offered 1978-79

Frank J. Parker, S.J.

#### **Mj 856 Real Estate Principles (S; 3)**

A detailed examination of theory and practice as it relates to major areas of real estate concentration; e.g., interests in land, title transfer, mortgage financing and law, real estate investment, patterns and priorities in residential housing, federal housing programs, etc. The course purpose is to present the business manager with the necessary background to make an informed judgment in all business decisions relating to real property.

Frank J. Parker, S.J.

involved in marketing. Attention will be given to the appraisal and diagnosis, organization and planning, and action and control of all elements of marketing. Specifically, the functions of the product and service mix, distribution mix, communication mix, and pricing mix will be considered.

Joseph Gartner

John T. Hasenjaeger

Robert D. Hisrich

Raymond Keyes

Joseph D. O'Brien

Michael Peters

Herbert Rotfeld

Arnold Weinstein

#### **Mk 028 International Business Management (F; 3)**

Prerequisite: Mk 021

International Business Management is an in-depth analysis of the environment in which international business decisions are made. This is not a functionally oriented course that has its major emphasis in the analysis and solution of specific functional problems. Rather, a major focus of the course is to create sensitivity within the student to the problems and issues created because modern business is conducted in an international environment. A sensitivity to this field of knowledge is useful for students in almost all areas of specialization. One would be hard pressed to identify a major segment of our society that is not affected by the international transfer of men, resources, capital and knowledge. International Business Management calls upon a multiplicity of disciplines to create a broad understanding of the subject matter. Concepts from Economics, Political Science, Anthropology, Sociology and Management are integrated into the course.

Arnold Weinstein

#### **Mk 111 Distribution Channels (S; 3)**

Prerequisite: Mk 021

This course is intended to look at the broad subject of distribution. It will view the field of distribution from the economic, functional, institutional and behavioral perspectives. The content here covers the traditional subjects of transportation, logistics, warehousing and system design, along with some of the contemporary issues such as behavioral dimensions, channel management and new methods of distribution. In presentation a balance is kept between theory, applications and analysis.

#### **Mk 112 Social Issues in Marketing (F, S; 3)**

Prerequisite: Mk 021

This course is directed to provide a balanced and well structured treatment of the social issues which face the field of marketing. The social goals and role of marketing are appraised, dealing both with the broad issues and with specific examples and applications. The systems approach to these decision areas is emphasized along with an interdisciplinary view on the application of marketing techniques, both in public agencies and nonprofit institutions. Classic issues such as social efficiency, fair competition, and consumer sovereignty are covered along with the more contemporary issues such as product safety, warranties and service, deceptive selling practices, consumerism, the ghetto consumer, truth in lending, misleading advertising and environment protection problems.

John T. Hasenjaeger

#### **Mk 152 Consumer Behavior (S; 3)**

Prerequisite: Mk 021

This course is designed to integrate the disciplines of psychology, anthropology, and sociology with marketing to explain, understand and predict consumer decisions. This is achieved by exploring both the theoretical and practical implications of (1) individual behavioral variables such as motivation, learning, perception, personality and attitudes (2) group influences such as family, culture, social class and reference group behavior and (3) consumer decision processes such as cognitive dissonance, brand loyalty and new product adoption and risk reduction.

Michael Peters

#### **Mk 153 Retailing (F, S; 3)**

Prerequisite: Mk 021

This introductory course is intended for students exploring the possibility of retailing as a career choice. It is suitable as an elective for a School of Management student, whether a marketing major or not, and is equally applicable to a non-School of Management student who wishes to gain some insight into the nature, scope and management of retailing. There are no prerequisite courses in mar-

## Management: Marketing (Mk)

#### **Mk 021 Basic Marketing (F, S; 3)**

This course will present an overview of the full range of activities



## 172 / Description of Courses

### MANAGEMENT: MARKETING

keting, accounting or economics. Concepts from these areas are integrated into the course at a non-technical level. The course covers basic topics in the history, structure and environment of retailing, merchandising, buying, control and accounting, pricing, promotion, organization, management, and retailing as a career. A text, lectures, outside speakers, possibly some programmed learning aids and case materials will provide the basic instructional materials.

Eugene Bronstein

#### **Mk 154 Communication and Promotion (S; 3)**

Prerequisite: Mk 021

This course deals with the communication function in marketing. It begins with an explanation of the nature of promotion, its role in the marketing mix, the environmental context in which it is carried out, and the behavioral concepts which shape promotional decisions. The second section of the course examines the effects of mass communication and personal communication in influencing attitudes, and the role of communication in the diffusion and adoption of innovations. The third section deals with concepts of market segmentation and the selection of appropriate recipients for promotional efforts. The final part of the course examines the tools of the promotional mix in terms of the conceptual frameworks previously developed. It covers messages, mass media, personal selling, and ancillary promotional materials. The course employs a text, additional readings, lectures, discussions and case material. While this course is primarily focused on the needs of marketing majors, it is suitable as an elective for any School of Management student, and for other students interested in communication and the persuasive process. The fundamental material is as applicable to the needs of non-profit institutions as it is to commercial enterprises.

Herbert Rotfeld

#### **Mk 155 Sales Management (S; 3)**

Prerequisite: Mk 021

Sales Management: the planning, direction, and control of selling activities, including the recruiting, selection, training, supervision, and compensation of the sales force, establishment of goals and measuring performance; coordinating sales activities with advertising and special forms of promotion and other departments of business; and providing aids for distributors.

Joseph D. O'Brien

#### **Mk 157 Personal Selling (F; 3)**

Prerequisite: Mk 021

This course is an introduction to the most significant promotional force of all — personal selling. Both principles and techniques of selling will be covered. Although no magic formulas, recipes, etc., will be provided, it will cover in some detail the programs and practices developed by successful salespersons. This course is suitable for students whose main interest is marketing, for those who train salespersons, and for those who look forward to selling careers with established firms or on their own.

Joseph D. O'Brien

#### **Mk 158 Product Planning and Strategy (S; 3)**

Prerequisite: Mk 021

With the growing concern over the success of new products an intense effort is being employed by marketers to establish more effective new product development and management strategies from the point of a new product's conception to its death after a successful life span. Using lectures and case studies this course will focus on the process of conceiving new products, developing an effective organization and designing and implementing effective marketing strategies and policies over the course of the product life cycle. Class material will provide the student with insight in new product development across a wide variety of industries.

Michael Peters

#### **Mk 159 Profitable Strategies For Business Franchising**

Prerequisite: Mk 021

This is the basic course in Business Franchising wherein readings and discussions will be focused on the broad topic of — What are the basic ingredients in profitable franchise operations? This topic will be viewed from both the franchisor and franchisee's points of view. Specifically, the students will be taught what mistakes should be avoided in franchising and how profitable franchise operations did become successful. In addition to the text, case histories, lectures and class discussions will be used to cover this dynamic form of business enterprise.

John T. Hosenjoeger

#### **Mk 160 Merchandise Management**

Prerequisite: Mk 021

This course examines the philosophy, concepts, and techniques underlying the planning and control of sales and inventories in retail stores. Pricing, inventory analysis and the planning and control of sales and inventories in dollars and units will be discussed.

Eugene Bronstein

#### **Mk 205 Quantitative Marketing (S; 3)**

Prerequisite: Mk 021

This course will emphasize quantitative approaches to the formulation of marketing problems and the analysis of marketing decisions. Attention will be given to the analysis of marketing data, employing both parametric and non-parametric analytical techniques, and the building and applications of models in marketing decision making.

Robert D. Hisrich

#### **Mk 253 Basic Marketing Research (F; 3)**

Prerequisite: Mk 021

This course covers the fundamentals of scientific investigation in solving marketing problems. Each step is outlined and carefully presented — from the initial planning and investigation to the final conclusion and recommendation phase. This procedure requires a working knowledge of both quantitative and qualitative analysis and seeks to equip students with the correct methodology for solving marketing problems. This course is for seniors only.

Arnold Weinstein

#### **Mk 254 Applied Marketing Research (S; 3)**

Prerequisite: Mk 021, Mk 103 or its equivalent.

This course involves the application of marketing research techniques to actual problems. Specific attention is focused on proper problem definition, sample and form design, and correct interpretation procedures. The problems can be worked upon either in small teams (not exceeding three students) or as individual projects. Data processing equipment will be made available whenever needed.

John T. Hosenjoeger

#### **Mk 256 Applied Marketing Management (F, S; 3)**

Prerequisite: Mk 021

Marketing decisions are made in a competitive environment through a simulated decision game. Participants are required to organize the company, set goals, and develop marketing plans. Decisions pertaining to products, advertising, sales force, price, research, etc., are made by drawing on principles from previous courses. Selected cases are used to supplement the simulation exercise. This course is for seniors only.

Joseph Gortner

#### **Mk 299 Individual Study (F, S; 3)**

An individual study course offered by the department requiring permission of the Chairperson.

#### **Mk 705 Management Operations — Marketing (F, S; 3)**

Emphasis is placed on familiarizing students with existing analytical techniques useful for marketing decision-making. Applications of these analytical techniques are illustrated for such decision areas as pricing distribution, forecasting, choice of markets, and control problems. Readings from original sources and independent research applying analytical techniques discussed during the semester are required.

Robert D. Hisrich

#### **Mk 801 Marketing Research (F; 3)**

Prerequisite: Mk 705

Marketing research is concerned with the methods and techniques of securing information essential to the efficient solution of marketing problems. Subjects include research design, data collection methods, planning research, sampling, analysis and the applications of research to the task of managing the marketing effort. Actual case projects will be developed in this course.

Robert D. Hisrich

#### **Mk 802 Quantitative Marketing (S; 3)**

Prerequisite: Mk 705

This course will concentrate on marketing problems emphasizing quantitative approaches to the analysis of decisions. Attention will be given to analysis of data, techniques of models, and techniques of forecasting. Limited mathematics background is required.

Robert D. Hisrich



**Mk 803 Product Planning and Strategy (F; 3)**

Prerequisite: Mk 705

Since more concern is being given to developing successful products, this course will cover such areas as the history of successful and unsuccessful new products, product testing, product acceptance or diffusions, and product management. To supplement class discussions and lectures, a project involving the student development of a full marketing plan for an actual new product will be utilized to enable students to see the practical implications and problems of new product development.

Michael Peters

**Mk 804 Consumer Behavior (S; 3)**

Prerequisite: Mk 704

This course is designed to give attention to the need for understanding and explaining the consumer decision-making process. The objectives in meeting the needs of both practitioners and theorists will be to: (1) explore and evaluate an extensive body of research evidence from marketing and the behavioral sciences; (2) to advance generalizations or propositions from this evidence; (3) to assess the marketing implications of the various processes and facets of consumer motivation and behavior; and (4) to pinpoint areas where research is lacking.

Michael Peters

**Mk 805 Marketing Cases (F; 3)**

The case study method of teaching attempts to simulate the real-world environment in which managers must make decisions. The cases used in this course are all real — based on problems and events that actually took place. The student is cast in the role of decision maker; required to gain a firm grasp of the facts of a situation, use judgment in separating relevant information from the total data presented, propose alternative courses of action, and recognize the problems involved in implementing the decisions made. He or she is often required to assess the judgments and opinions expressed by people in a case. Cases do not teach clear-cut solutions; rather, they develop skill in the process of problem solving. This course will use a series of cases, supplemented by a variety of relevant readings from recent marketing literature. It is open as an elective to all students who have taken Mk 705. Students who have had basic marketing courses (1 year) and/or marketing experience may request permission to take this course in place of Mk 705.

The Department

**Mk 806 Sales Management (S; 3)**

Prerequisite: Mk 705

This course will cover the planning, direction and control of selling activities including the recruiting, selection, training, supervision, and compensation of the sales force; establishment of quotas; measuring sales performance; coordinating sales activities with advertising and with other departments of the business. Both theory and case materials will be introduced in this course.

John T. Hosenjoeger

**Mk 808 Marketing Communication and Promotional Strategy (F; 3)**

Prerequisite: Mk 705

This course deals with promotion, the communication process in marketing. It is concerned with the major promotional tools, namely advertising, personal selling, sales promotion, public relations and publicity, in terms of their roles in the marketing mix, and it examines the complex of managerial decisions involved in employing the various promotion elements. The focus is on understanding the communication process and applying communication tools in a marketing context.

The course begins with the nature and functioning of the promotion mix elements. It proceeds to examine the communication process, the effects (or non-effects) of mass and personal communication, and the complex interaction of audience, message, source and medium in producing a given result.

The second half of the course focuses on the promotion campaign from a managerial viewpoint. Topics covered include campaign strategy formulation, budget allocation, message platform evaluation, media choices, and the measurement problems involved in assessing campaign results. The role of advertising agency and problems in agency selection and use are also discussed.

Arnold Weinstein

**Mk 809 Channel Strategy**

Prerequisite: Mk 705

This course is designed for graduate students with a career interest in consumer goods, marketing and for those considering a career in retailing or wholesaling. It will examine various marketing strategies which particular retailers and wholesalers may pursue. The course also aims to show the interrelationship between the marketing strategies of the distributors and manufacturers from whom they buy. Background reading and cases focus mainly on problems of a varied group of retailers such as department and speciality stores; discount department stores; and supermarkets. A special and intense view of our physical distribution system will be made.

Eugene Bronstein

## Management: International Management (Mm)

**Mm 808 Managing the International Firm (F; 3)**

Managing the International Firm is an introductory level graduate course designed for the student who wants an introduction into the world of international business. The primary focus of the course will be the problems faced by a firm operating in an international environment. The first part of the course will look at the environmental issues that impact an international business firm. Later parts of the course will look at the functional areas of international management.

Arnold Weinstein

## Mathematics (Mt)

**Mt 002-003 Introduction to College Mathematics I, II (F, S; 3, 3)**

These courses are intended as preparation for calculus courses. Topics generally include real numbers, linear equations, quadratic equations, coordinate geometry and trigonometry. Enrollment is restricted to students whose high school background is deficient. Permission to enroll is required.

The Department

**Mt 004-005 Introduction to Finite Mathematics I, II (F, S; 3, 3)**

This course sequence is for students in the humanities, the social sciences, and the School of Education. Topics include elementary logic, set theory, probability theory, vectors and matrices.

The Department

**Mt 006-007 Ideas in Mathematics I, II (F, S; 3, 3)**

This course sequence is for students in the humanities and social sciences. It is designed to introduce the student to the spirit of mathematics through the study of a variety of topics. The emphasis is on mathematics as a working discipline, its beauty and vitality. Topics will be from elementary number theory, elementary geometry and topology, computer programming and other areas as time permits.

The Department

**Mt 008-009 Computers, Man and Society I, II (F, S; 3, 3)**

This course sequence is for students in the humanities and social sciences. It is designed to introduce the student to the spirit, possibilities and limitations of the present technological revolution in computers and artificial intelligence. The course will begin with elementary computer programming (using Boston College's terminal facilities). It will then consider how a computer works. Then the following questions will be considered in depth: Is the brain a computer? Can machines think? Are there limits to the abilities of computers? Finally the course will consider the uses of computers and the implications for society.

The Department

**Mt 014-015 Analytic Geometry and Calculus I, II (F, S; 3, 3)**

This course sequence is for students in the humanities, the social sciences and the School of Education. It includes a discussion of standard topics in differential calculus. The treatment of the derivative includes the differentiation of algebraic and transcendental functions along with applications. The study of the integral includes a brief survey of methods of integration together with applications. A short discussion of analytic geometry is included where required. The approach is informal and concrete rather than rigorous and theoretical.

The Department



## 174 / Description of Courses

### MATHEMATICS

**Mt 060 Introduction to Computer Programming and BASIC (F; 1)**  
This course or the equivalent is required of all mathematics majors and is usually taken in the freshman year. It constitutes a brief introduction to programming techniques and the language BASIC, with examples drawn principally from the calculus sequence. Enrollment is restricted to mathematics majors.

**Mt 072-073 Mathematics for Management Sciences I, II (F, S; 3, 3)**

This course sequence is for students in the School of Management who have an average background in mathematics. Topics covered include an elementary treatment of analytic geometry, the differential and integral calculus, matrix algebra, and probability.

The Department

**Mt 090-091 Mathematics for Elementary Teachers I, II (F, S; 3, 3)**

This course is intended to provide an adequate background for teaching the basic concepts covered in the elementary mathematics curriculum. Emphasis is on content although ideas and activities to promote a better understanding of and appreciation for mathematics will be presented. Topics to be covered include the real number system, set theory and mathematical structure, functions and graphing, elements of probability and statistics.

**Mt 100-101 Calculus I, II (F, S; 3, 3)**

This course sequence is primarily for students majoring in a natural science and those in the premedical program. It is a course in the calculus of functions of one variable. Topics covered include differentiation with applications, plane analytic geometry, integration with applications, transcendental functions, and methods of integration.

The Department

**Mt 102-103 Introductory Analysis I, II (F, S; 4, 4)**

This course sequence is for students majoring in Mathematics. Topics covered include a treatment of the algebraic properties of the real number system, functions, analytic geometry of the line and the conic sections, limits and derivatives, the analytic properties of the real number system, integration, and applications of the derivative and integral.

The Department

**Mt 112-113 Introductory Analysis (Honors) I, II (F, S; 4, 4)**

Enrollment in these courses is limited to students who have demonstrated an unusually high aptitude and achievement in Mathematics. Topics covered include the algebraic properties of the real number system, a brief treatment of analytic geometry, limits and the analytic properties of the real number system, properties of continuous functions, differentiation, integration, elementary functions, and applications of the differential and integral calculus.

**Mt 174-175 Calculus for Management Sciences I, II (F, S; 3, 3)**

This course sequence is for students in the School of Management who have taken Mt 072-073 or have a good background in high school mathematics. Topics covered include the analytic geometry of algebraic, logarithmic, and exponential functions, differentiation and integration of such functions, the solution of elementary differential equations, and applications of each of these topics to business and economics.

The Department

**Mt 200-201 Intermediate Calculus I, II (F, S; 3, 3)**

Prerequisite: Mt 100-101

This course sequence is a continuation of Mt 100-101. Topics include vectors and analytic geometry of three dimensions, partial differentiation and multiple integration with applications, an introduction to differential equations, and infinite series, including power series.

The Department

**Mt 202-203 Multivariable Calculus, I, II (F, S; 3, 3)**

Prerequisite: Mt 102-103

In this course the differential and integral calculus of functions of one variable is generalized to vector valued functions of several variables. The course begins with vector algebra and higher dimensional analytic geometry. The main topics are: the differential calculus of curves in  $\mathbb{R}^n$ , potential functions and vector fields; multiple integration; and an introduction to differential equations.

**Mt 212-213 Multivariable Calculus (Honors) I, II (F, S; 3, 3)**

Prerequisite: Mt 112-113

Enrollment in these courses is limited to those students whose work

in Mt 113 has been of honors quality. Topics covered include vector valued functions including some elementary differential geometry of curves and surfaces, multiple integrals, and an introduction to differential equations.

**Mt 214 Introduction to Multivariable Calculus (F; 3)**

The objective of this course is to introduce the student to the elements of the calculus of functions of several variables. This course is designed primarily for students of the social and managerial sciences and should be considered as an elective for those students who have had two semesters of elementary calculus, such as, Mt 014-015 and Mt 174-175. The approach will be for the most part non-theoretical with emphasis on applications that are relevant to the social and managerial sciences. Topics covered include functions of several variables, three-dimensional coordinate geometry, partial derivatives, max/min problems, Lagrange multipliers.

**Mt 215 Elementary Linear Algebra (S; 3)**

This course is designed to satisfy the needs of students wanting an elementary introduction to matrix theory and linear algebra. This includes students in economics, business, etc. Topics include: matrices, vector spaces, determinants, linear equations and applications. There are no pre-requisites although some college level mathematics is desirable.

**Mt 216-217 Introduction to Linear Algebra I, II (F, S; 3, 3)**

This course is designed to develop the student's ability to do abstract mathematics as well as learn the basic notions of linear algebra. Topics covered include systems of linear equations, vector spaces, linear transformations, matrices, determinants, eigenvalues and inner product spaces. There will be applications to Markov chains and differential equations as time permits.

**Mt 220 Introduction to Statistics (F, S; 3)**

Prerequisite: High School Algebra

Aimed primarily at the needs of psychology, sociology, nursing, and other non-physical-science students, this course will cover the basic statistical measures in general use and give the student enough understanding of the statistical approach and the basic methods to permit him or her to understand the professional papers in his or her field. The approach will as much as possible be the "problem-solving approach"; "Given this data, what does it mean? Given this hypothesis, how would you go about testing it?"

**Mt 290 Number Theory for Elementary Teachers (F; 3)**

Prerequisite: Mt 090-091

This course is intended to focus on a wealth of topics that relate specifically to the natural numbers. These will be treated as motivational problems to be used in an activity-oriented approach to mathematics in the elementary school. The course will also provide a foundation for the prospective teacher in working with induction, the division and Euclidean algorithms, prime factorization, prime number facts and conjectures, modular arithmetic and mathematical art.

**Mt 291 Geometry for Elementary Teachers (S; 3)**

Prerequisite: Mt 090-091

This course is intended to fill a basic need of all elementary teachers. Geometry now occupies a significant role in the elementary mathematics curriculum. The course will treat content but ideas for presenting geometry as an activity-based program will be stressed. Topics to be covered in depth include the square and triangular geoboards, motion geometry, and their relation to the standard Euclidean geometry.

**Mt 300-301 Advanced Calculus (Science Majors) I, II (F, S; 3, 3)**

Prerequisite: Mt 201

This course sequence is designed for majors in Biology, Chemistry, Geology, and Physics. Topics include: sequences and series, power series solutions of differential equations, special functions, elementary partial differential equations, Fourier series. Applications are emphasized and other topics are added as time permits.

**Mt 302-303 Advanced Calculus I, II (F, S; 3, 3)**

Prerequisite: Mt 203 or Mt 213

The first semester is designed to develop an understanding of, and facility in working with infinite sequences and series, uniform convergence and power series. In the second semester, students will see some advanced applications of the standard topics of analysis. Top-



ics will include series solutions of differential equations, Fourier series, special functions, and other topics as time permits.

**Mt 312-313 Mathematical Analysis (Honors) I, II (F, S; 3, 3)**

Prerequisite: Mt 213.

Enrollment is restricted to those students whose work has been of honors quality. The content of these courses is similar to that of Mt 302-303.

**Mt 316-317 Introduction to Linear Algebra (Honors) I, II**

(F, S; 3, 3)

Enrollment is restricted to those students whose work has been of honors quality. The content of these courses is similar to that of Mt 216-217.

**Mt 390 Introduction to Computer Programming (S; 3)**

This course consists of an introduction to programming using PL/1. It is intended as a first course in computer languages for the student with no prior background in math or computers.

**Mt 404 Calculus of Finite Differences (F; 3)**

Prerequisite: Calculus

This is a course in the calculus of finite differences. Topics covered include symbolic operations, interpolation formulae and techniques, finite differentiation and integration, summation of series, and elementary equations.

**Mt 405 Actuarial Mathematics (S; 3)**

The contents of this course emphasize, for the most part, problem-solving techniques in the non-calculus areas of mathematics and should be of special interest to those preparing for careers as actuaries. Topics covered include complex numbers, elementary sequences and series, and elementary theory of equations.

**Mt 410 Differential Equations (F; 3)**

Prerequisites: Linear Algebra and Mt 203

This course is a junior-senior elective intended primarily for the general student who is interested in seeing applications of mathematics. Among the topics covered will be: first order linear equations, second order linear equations, general  $n$ th order equations with constant coefficients, series solutions, special functions.

**Mt 412-413 Introduction to Computer Science I, II (F, S; 3, 3)**

Prerequisite: Mt 051 or the permission of the instructor.

These courses seek to develop understanding of the nature of computers and skill in their use. The ability to construct, analyze, and verify algorithms is developed through programming projects. The representation, transformation, and transmission of information within a computer system will be emphasized. Information structures (including arrays, strings, and linked lists) will be studied. Other topics may include: simulation, recursion, unsolvability, numerical solution of equations, software systems, parsing techniques, symbolic mathematics, artificial intelligence.

Elements of PL/1 will be introduced as needed. Other programming languages may be considered.

**Mt 414 Numerical Analysis (S; 3)**

Prerequisite: Mt 201 or Mt 203

Topics include the solution of linear and non-linear algebraic equations, interpolation, numerical differentiation and integration, numerical solution of ordinary differential equations, approximation theory.

**Mt 420 Probability and Statistics (S; 3)**

Prerequisite: Mt 201 or Mt 203

This course is introductory but assumes a calculus background. It is open to any mathematics or science major who has not taken Mt 426. Its purpose is to provide an overview of the basic concepts of probability and statistics and their applications. Topics include probability functions over discrete and continuous sample spaces, independence and conditional probabilities, random variables and their distributions, sampling theory, the central limit theorem, expectation, confidence intervals and estimation, hypothesis testing.

**Mt 426 Probability (F; 3)**

Prerequisite: Mt 203

A general introduction to modern probability theory. Topics studied include probability spaces, distributions of functions of random variables, weak law of large numbers, central limit theorems and conditional distributions.

**Mt 427 Mathematical Statistics (S; 3)**

Prerequisite: Mt 426

Topics studied include: sampling distributions, introduction to decision theory, parametric point and interval estimation, hypothesis testing and introduction to Bayesian statistics.

**Mt 430 Introduction to Number Theory (S; 3)**

Prerequisites: Mt 216-218

Topics covered include divisibility, unique factorization, congruences, number-theoretic functions, primitive roots, diophantine equations, continued fractions, quadratic residues, and the distribution of primes. An attempt will be made to provide historical background for various problems and also to provide examples useful in the secondary school curriculum.

**Mt 435 Mathematical Programming I - Linear Programming & Game Theory (F; 3)**

An introduction to the theory, techniques, and applications of Linear Programming & Game Theory. Topics studied from Linear Programming include a general discussion of linear optimization models, the theory and development of the simplex technique, degeneracy, and duality. Other topics in programming such as integer programming, problems with bounded variables, and sensitivity analysis are also considered. Topics studied from Game Theory include utility theory, two-person zero-sum games, the concept of a solution, the relationship to Linear Programming and the Fundamental Theorem of Game Theory, and two-person, non-zero-sum and  $n$ -person games. This course and its sequel, Mt 436, are designed to demonstrate how mathematical theory can be developed and applied to solve problems from business, economics, and the social sciences.

**Mt 436 Mathematical Programming II - Network Flow and Dynamic Programming (S; 3)**

Prerequisite: Mt 435

Topics studied in network flow problems include the max-flow, min-cut Theorem, the simple and general assignment problems, and the transportation and transshipment problems. The general approach of dynamic programming is demonstrated by means of examples drawn from business and economics, and the theory of the limiting behavior of models with unbounded horizon is developed. Both deterministic and stochastic models are discussed, with the stochastic models providing an introduction to Markov Chain Theory.

**Mt 440-441 Topology I, II (F, S; 3, 3)**

This course is a first course in topology for both undergraduate and graduate students. Topology is the study of geometric phenomena of a very general sort, and as such, topological notions appear throughout pure and applied mathematics. The first semester is devoted to General or Point-Set Topology with emphasis on those topics of greatest applicability. The subject will be presented in a self-contained and rigorous fashion with stress on the underlying geometric insights. The content of the second semester varies from year to year. In general it will be an introduction to a specialized area of topology; for example algebraic, differential or geometric topology.

**Mt 451 Modern Geometry in Perspective (F; 3)**

Prerequisites: Multivariable Calculus or permission of the instructor.

This course is designed to give the student an overview of geometry and its various methodologies (synthetic, analytic, projective, differential), and to describe how geometric theory has been used through the ages to study the physical world. Emphasis will be placed on non-Euclidean geometry and the theory of relativity as a geometric theory of space and time.

Topics will be selected from among the following: earliest geometry, Greek geometry and cosmology, Euclid's elements, the axiomatic method, history of the parallel postulate, Lobachevskian geometry, models for non-Euclidean geometries, geometry and physical space, the geometry of surfaces and the concept of curvature, special relativity (the geometry of flat spacetime), general relativity (the geometry of curved spacetime), and the geometric structure of the universe.



## 176 / Description of Courses

### MUSIC

#### **Mt 460 Computer Programming and Mathematical Analysis (F; 3)**

Prerequisite: Mt 102-103 or an equivalent.

This course consists of an introduction to computer programming using PL/1. Examples to be programmed will be drawn from the calculus, linear algebra, statistics, etc. Each student will be expected to select and complete a project in some area of mathematics.

#### **Mt 699 Reading (F, S; 3)**

This course is open to a student only on the recommendation of some member of the faculty and with the approval of the Chairperson or Assistant Chairperson. The student will work independently in some advanced or special area of mathematics under the guidance of a faculty member.

#### **Mt 802-803 Analysis I, II (F, S; 3, 3)**

The primary purpose of this course is to emphasize the basic ideas and results of calculus. A secondary objective is to provide an introduction to abstract analysis. The course starts with an axiomatic introduction of the real number system with emphasis on the completeness property; convergence and continuity are studied in the context of a metric space; theoretical aspects of differentiation and integration are treated carefully.

#### **Mt 812-813 Functions of Real Variables I, II (F, S; 3, 3)**

Prerequisite: Mt 802-803 or the equivalent.

Metric spaces. Lebesgue integration, absolute continuity and differentiation of functions of bounded variation. Basic results in functional analysis.

#### **Mt 814-815 Theory of Functions of a Complex Variable I, II (F, S; 3, 3)**

Differentiation and integration of a function of a complex variable, series expansion, residue theory. Entire and meromorphic functions, multiple-valued functions. Riemann surfaces, conformal mapping problems.

#### **Mt 816-817 Modern Algebra I, II**

Prerequisite: An introductory course in modern or linear algebra.

This course will study the basic structures of abstract algebra. Topics will include groups, rings, ideal theory, unique factorization, homomorphisms, field extensions and possibly Galois theory.

#### **Mt 818-819 Abstract Algebra (F, S; 3, 3)**

Prerequisite: Mt 316-317 or the equivalent.

Groups, rings and modules. Homomorphism theorems, chain conditions, semisimplicity. Basic commutative algebra and ideal theory. Field extensions and Galois theory. Other topics as time permits.

#### **Mt 860 Mathematical Logic (F; 3)**

The propositional calculus. First order theories. Godel's completeness theorem. First order arithmetic. Godel's incompleteness theorem.

#### **Mt 861 Foundations of Mathematics (S; 3)**

Prerequisite: An introductory course in mathematical logic or the consent of the Instructor.

Topics to be treated in this course will be selected from one or more of the following areas: axiomatic set theory, model theory, recursive function theory.

#### **Mt 899 Reading and Research (F, S; 3, 3)**

By arrangement

The Department

#### **Mt 900 Thesis Seminar (F, S; 3, 3)**

Problems of research and thesis guidance, supplemented by individual conferences.

By arrangement

The Department

#### **Mt 901 Thesis Direction (F, S; 0, 0)**

A non-credit course for those who have received six credits for Thesis Seminar but who have not finished their thesis. This course must be registered for and the continuation fee paid each semester until the thesis is completed.

By arrangement

The Department

#### **Mt 902-903 Seminar (F, S; 0, 0)**

This is a non-credit course which is required for all candidates for the M.A. degree who do not take Mt 900.

By arrangement

The Department

## Mathematics Institute (Mt)

#### **Mt 782-783 NSF Motion Geometry (F, S; 3, 3)**

This course will develop a modern approach to the treatment of geometry in the elementary grades. It will combine content with recommended laboratory activities. Teacher participants will be expected to experiment with course materials in their classrooms.

Stonley J. Bezusko, S.J.

Morgoret J. Kenney

#### **Mt 790 NSF Seminar (F, S; 3)**

This course is intended to create interest and stimulate the student in several areas of mathematics. The main objective here is to assist each student in selecting and developing a topic for his/her major paper.

Stonley J. Bezusko, S.J.

Morgoret J. Kenney

## Music (Mu)

#### **Mu 059 Music in Western Civilization (F; 3)**

A general introduction from Gregorian Chant to Stravinsky.

C. Alexander Peloquin

#### **Mu 060 Survey of the History of Western Music (F, S; 3)**

A comprehensive one-semester foundation course in Western music from the ninth century to the present; examination of major musical forms, styles, and ideas as utilized by the great composers.

Olgo Stone

#### **Mu 068 Basic Piano (F, S; 3)**

Students will learn to read F and G clefs, to understand the significance of time, meter, rhythm, tempo. The student will prepare to play 4-part harmony at the piano.

The Department

#### **Mu 070 Music Theory I (F, S; 3)**

Prerequisite: Mu 068

Development of musicianship through listening and keyboard problems. Chord grammar developed through harmonization of melodies and figured basses. Introduction to systematic study of form.

Hugo Norden

#### **Mu 071 Music Theory II (S; 3)**

Prerequisite: Mu 070

Intermediate level work in structural hearing and applied keyboard harmony; beginning work in score reading. Introduction to instrumentation, properties of wind and brass instruments. Formal and compositional idioms of the late Baroque.

Hugo Norden

#### **Mu 072 Music Theory III (S; 3)**

Prerequisite: Mu 070 and Mu 071

Diatonic and chromatic harmony, form, and analysis.

To Be Announced

#### **Mu 073 Counterpoint I (S; 3)**

Strict counterpoint in two, three, and four parts. The five species approach. Imitation and double counterpoint.

To Be Announced

#### **Mu 074 Instrumentation I (F; 3)**

The study of the instruments of the symphony orchestra, its character, timbre, range, ability to read an orchestral score, transpose and write instrumental music.

Hugo Norden

#### **Mu 161 Music and the Theatre (S; 3)**

From Monteverdi's *Orfeo* to the super romantic music dramas of Wagner; from Carl Orff's *Cormino Burono* to *West Side Story* of Bernstein.

C. Alexander Peloquin

#### **Mu 162 Modern Music (F; 3)**

From Erik Satie and Debussy to Copland and Bernstein, masters of Europe and the Americas — a full spectrum of the sounds of the 20th Century.

C. Alexander Peloquin



**Mu 163 Music in the Americas (S; 3)**

From Billings, Ives, Gershwin, Ellington, Copland to Chavez and Villa-Lobos — modern romantics, iconoclasts and liberals of the United States, Mexico, and South America. C. Alexander Peloquin

**Mu 165 Beethoven (F; 3)**

All the symphonies. Representative sonatas and quartets from the three major periods, covered in general listening.

John R. Willis, S.J.

**Mu 170 Brahms (S; 3)**

His life and works.

Not offered 1978-79

John R. Willis, S.J.

**Mu 171 Wagner (S; 3)**

His life and works.

John R. Willis, S.J.

**Mu 172 Music of the Baroque (F; 3)**

Music in 17th and 1st half of 18th centuries; from Monteverdi and Schütz to Bach and Handel. Rise of new forms and growth of instrumental music; opera, oratorio, cantata, trio-sonata, solo sonata, concerto, concerto grosso, the aria, the dance suite, the fugue.

Not offered 1978-79

Olgo Stone

**Mu 173 Keyboard Music (F; 3)**

A comprehensive survey of keyboard music from the Baroque, Classical, Romantic and Contemporary periods including Mozart, Beethoven, Chopin, Debussy and others.

Olgo Stone

**Mu 174 Music of the Classical Period (F; 3)**

The formulation of the classic principles of construction by Joseph Haydn with reference to contributions of C.P.E. Bach and the Mannheim School. The fulfillment of the classical ideal in the works of Mozart and Beethoven.

Not offered 1978-79

Olgo Stone

**Mu 175 The Music of Beethoven (F; 3)**

A thorough examination of the nine symphonies including analysis, form, and style with reference to Beethoven's related works within each of the three periods.

Olgo Stone

**Mu 176 Brahms, Wagner and the Romantics (S; 3)**

Changing concepts of the symphony after Beethoven; the Romantics' approach to form. Study of the major symphonies, instrumental, and chamber works including Berlioz, Schubert, Shumann, Dvorak, Bruckner and others.

Olgo Stone

**Mu 178 The Impressionist School (S; 3)**

Music of the twentieth century. Study of stylistic changes in orchestral, instrumental, and chamber music from Debussy to Stravinsky.

Olgo Stone

**Mu 183-184 Piano Performance (F, S; 0, 0)**

Private Piano lessons. Tutorial fee of \$280 per semester. One hour per week by Musician in Residence for selected students.

By arrangement

Olgo Stone

**Mu 299 Reading and Research (F, S; 3)**

Supervised reading within specific areas, for the solution and expansion of individual projects. This course may be taken only with the permission of the Director.

By arrangement

Olgo Stone

**Mu 303 Bach and Beethoven . . . The Titans (F; 3)**

Perusal of the ideals of the Baroque through the works of its greatest master and comparison with ideals of classical Romanticism as developed by Beethoven. Examination of form and style through major works of each.

Not offered 1978-79

Olgo Stone

## Nursing (Nu)

**Nu 047 Values in College Life (F; 1)**

The course is designed to explore, to create, and to deepen values in college life.

**Nu 048 Interpersonal Relations (S; 2)**

The course is designed as a synthesis of theology, morality and psychology. Principles, concepts, and operational skills essential to the development of freedom, insight, and a creative style of participation in qualitative living are emphasized.

**Nu 057 Seminar on Professional Expansion and Educational Direction (F, S; 1)**

The seminars are constructed to explore systematically perceptions, thoughts, and feelings about nursing and professional goal attainment through education. It explores the series of interactions in which the R.N. student will engage and the resultant influence on self-concept and role-identity. Skills, process, and outcomes of expanding professional awareness will be stressed.

**Nu 063 Nutrition (F, S; 3)\***

This course provides in-depth introduction to the principles of nutrition for the student with or without a science background. Contemporary nutrition issues such as diet and heart disease, alternative diets, environmental and consumer problems, obesity, hunger, and malnutrition are considered.

\*This course may not be taken for credit by nursing students.

Offered at the discretion of the School of Nursing.

Potricio Harrington

**Nu 070 Scope of Human Development (F; 3)**

Prerequisites: All required freshman courses.

This course surveys major theories of human growth and development of individuals. Physical, cognitive, and language development are emphasized. Theories are tested with direct observations as well as readings and discussions.

**Nu 071 Scope of Human Development (S; 3)**

Continuation of Nu 070. This course surveys major theories of growth and development of the individual in social interaction. Family development and influence are emphasized. Attention is given to community resources. Nursing implications are illustrated.

**Nu 080 Pathophysiology (F, S; 3)**

Prerequisites: Bi 130, 131, 132, 133; Ch 101, 102, 103, 104

This course presents an integrated approach to human disease. It deals with underlying concepts of physiological function and the symptoms of dysfunction which indicates alterations in the controlling mechanisms of the body. The course is designed to provide the student with an understanding of the basic processes of pathogenesis and their interrelationships. The concepts presented will enable the student to view disease as a dynamic state resulting from a number of causative factors.

**Nu 130 Primary Preventive Intervention (F, S; 8)**

Prerequisites: Nu 070, 080

The study of nursing at that level of health promotion which focuses on the maintenance of optimal functioning of individuals and groups at all developmental stages. Emphasis will be on the knowledge and skills needed to discriminate health from illness, to recognize those behaviors indicative of potential illness, and to collaborate in assisting the client to maintain optimal health. This course is to be taken concurrently with Nu 134.

**Nu 134 Nursing Methodology (F, S; 4)**

Prerequisites: Nu 070, 080

This course introduces the student to the nursing process, communication theory and knowledge necessary for assessing the functional ability of each body system for the well person. A weekly two-hour laboratory experience on campus facilitates the learning experience.

**Nu 170 Advanced Leadership Skills (F; 2)**

Prerequisite: Nu 048; Senior Nursing Student Status

This course is designed to develop a model of leadership. An in-depth study is made of ten leaders. Attention is given to the integral and emergent attributes of a leader.

Offered at the discretion of the School of Nursing. Helen Monock

**Nu 200-204 Secondary Preventive Intervention I, II (F, S; 9, 9)**

Prerequisites: Nu 130, 134

The study of nursing at that level of health promotion which focuses on the restoration of health and limitation of disability with clients having an acute illness at all developmental levels. Through the utilization of the nursing process, the student will facilitate the client's adaptation to the stress of illness.



## 178 / Description of Courses

### NURSING

#### **Nu 206 Systems of Health Care (F, S; 3)**

Prerequisites: Nu 130, 134

This course deals with an introduction to general systems as an organized theory. It focuses specifically on health care systems within which clients and families receive care. The student will analyze the delivery of health care and its influence upon practitioners and consumers.

#### **Nu 210 Introduction to Strategies for Change (F, S; 3)**

Prerequisite: Nu 200

An orientation to the strategies for planned change in health care systems. Through the delivery of nursing care the student will begin to apply concepts of change theory with individual clients.

#### **Nu 214 Introduction to Research (F, S; 3)**

This course provides an introduction to the basic principles of research theory and methodology, with the goal of more clearly understanding the research process. A computer laboratory experience will be provided as well as research exercises in preparation for the senior research project.

#### **Nu 220 Tertiary Preventive Intervention (F, S; 6)**

Prerequisites: Nu 200, 204

The study of nursing at that level of health promotion which assists the clients in maintenance of optimal health within their system of limitation. Emphasis will be on the development of knowledge, skills, and attitudes needed to assess the functional potential of individuals and groups at all developmental stages and to negotiate in restoring the client to optimal health function.

#### **Nu 224 Advanced Nursing: Clinical Research Practicum (F, S; 6)**

Prerequisites: Nu 204, 214

This course provides students with an opportunity to select an area of interest in which to expand their knowledge and refine their skills in a particular phase of clinical practice. The theoretical aspects of the course focus on advanced concepts from all levels of nursing intervention. Students utilize the research process to investigate a selected facet of nursing in their clinical specialty.

#### **Nu 299 Readings and Research: Independent Study (F, S; 1-3)**

Prerequisites: Senior nursing student, GPA 3.0 or above, permission of faculty member and undergraduate curriculum committee.

Opportunity for eligible students to pursue an area of interest in nursing under direction of an individual faculty member. Proposals must be submitted to faculty member at least one week before the registration for the semester in which the study will be undertaken. The guidelines and protocol for independent study that must be followed are available in the Office of the Dean.

#### **Nu 300 Issues in Nursing (F, S; 3)**

Prerequisites: Sophomore-level nursing courses.

The course will orient the professional nurse to major issues in the health field. Economic, social, and educational trends, past and present, and their influence on nursing are discussed. Rights and obligations of professional status within nursing is emphasized.

Offered at the discretion of the School of Nursing.

*Laurel Eisenhouer*

#### **Nu 301 Cultural Diversity in Health and Illness (F, S; 3)**

Prerequisites: Senior nursing student or consent of instructor.

The purpose of this course is to bring the student into a direct interface between the minority (Black, Chicano, Puerto Rican, and Indian) consumer and the American Health Care Delivery System. The course content will include discussion of the following topics: the perception of health and illness among health care providers and minority consumers; the cultural and institutional factors that affect their (the consumer) access to and use of health care resources; their health care practices; their ways of coping with illness and related problems; and the manner in which they and their problems have been depicted in the literature (e.g., the works of Lewis, Kiev, Clark . . .) and its implications.

Offered at the discretion of the School of Nursing. *Rochel Spector*

#### **Nu 320 Victimology and Crisis Counseling (F, S; 3)**

The course concerns itself with the situational problems of victims, with special attention given to rape victims. Case material relevant to the emotional, physical, social and legal aspects of assault will form the basis of the lecture and seminar material. Emphasis will be on the assessment, diagnosis, and management of the crisis situation

and specific counseling techniques useful in victim counseling.

Offered at the discretion of the School of Nursing. *Ann W. Burgess*

#### **Nu 324 Introduction to Psychopharmacology**

**(F, S, Intercession; 3)**

A guided T.V. lecture series designed to introduce students to the basic questions related to the study of drugs and their influence on human behavior. The lectures televised are presented by outstanding researchers in the area of drugs and behavior. An instructor will provide guidance in the interpretation of the lectures and direction in the readings. The series is designed to provide basic knowledge about drugs to students of human behavior who are interested in the pharmacological approaches to modify human behavior. Strong emphasis is placed on the present clinical use of drugs in the area of psychiatric disturbances.

Open to all graduate students, senior nursing students, and behavioral science majors with permission of the instructor.

*Carol Hortmon*

*Sr. Mory Felicitio Doy*

*Miriam-Goyle Wordle*

#### **Nu 330 The Pharmacologic Basis of Patient Care (F, S; 3)**

Prerequisite: Senior nursing student or consent of instructor.

The course focuses on increased understanding of the physiological, psychological, and sociocultural effects of the major classifications of drug therapy and the implications for patient care. The major drug classifications are discussed and correlated with the more common patient/client problems.

Offered at the discretion of the School of Nursing.

*Laurel Eisenhouer*

#### **Nu 700 Advanced Theory in Community Health Nursing I (F; 3)**

The course explores theories, concepts, and research findings underlying the practice of Community Health Nursing in a dynamic, changing health care system. The community as an interrelated system is used as the client for assessment of health needs. Emphasis is given to the health status of populations in identifying high-risk groups.

*To Be Announced*

#### **Nu 701 Advanced Practicum in Community Health Nursing I (F; 3)**

The focus of this practicum is the application of theories and concepts underlying the practice of Community Health Nursing. The student demonstrates skills in identifying health needs of a community and a population at-risk. A weekly seminar integrates theoretical and clinical content.

*The Department*

#### **Nu 702 Advanced Theory in Community Health Nursing II (S; 3)**

The course focuses on analysis of theories and concepts underlying the organization and management of Community Health Nursing services and its impact on health care delivery. Emphasis is on the nurse/manager's role in decision-making, planning, and control of nursing service. Consideration is also given to research findings pertinent to nursing service.

*To Be Announced*

#### **Nu 703 Advanced Practicum in Community Health Nursing II (S; 3)**

Prerequisite: Nu 701

The focus of Practicum II is a continuation of Practicum I. Emphasis is on program planning and implementation. Students, faculty, and agency personnel contribute to problem identification, role analysis, priority setting, and an evaluation base to determine feasibility of student projects. A weekly seminar integrates theoretical and clinical content.

*The Department*

#### **Nu 704 Advanced Theory in Community Health Nursing III (I; 3)**

Theoretical aspects of the course will focus on evaluative concepts, methods, and strategies. Emphasis is given to the impact of nursing services on the health care delivery system.

*To Be Announced*

#### **Nu 705 Community Health Science (S; 3)**

This course will focus on contemporary patterns of health care delivery in terms of various concepts of quality assurance. Attention will be given to programs and proposals for the provision of health care in the United States with comparisons drawn with other countries. Open to all graduate students.

*To Be Announced*

#### **Nu 706 Advanced Practicum in Community Health Nursing III (I; 3)**

Prerequisite: Nu 703



Practicum III provides opportunity for the application of evaluative concepts, methods, and strategies. A weekly seminar integrates theoretical and clinical content.  
The Department

**Nu 708 Curriculum and Teaching in Community Health Nursing (F; 3)**

This course explores the role and responsibility of the teacher in academic settings and clinical agencies. Emphasis is given to theoretical concepts related to the learner and the learning process.  
To Be Announced

**Nu 709 Methods in Teaching Community Health Nursing (S; 3)**

Prerequisite: Nu 708

This course provides an opportunity for the student to work closely with a preceptor in an agency or school in the teaching role. Experiences include, for example, planning, implementation and evaluation of educational programs, supervision of students in the clinical setting, and teaching in a seminar session. A weekly seminar integrates theoretical and clinical content.  
To Be Announced

**Nu 711 Evaluation of Teacher Effectiveness (I; 3)**

Prerequisite: Nu 709

In a seminar setting students will have an opportunity to further explore the teaching role and evaluate various methods of determining teacher effectiveness.  
To Be Announced

**Nu 740-741 Theory in Maternal and Child Health Nursing (F, S; 3, 3)**

This course has three major sections of content. Section I includes concepts regarding theory and theory development, analysis and evaluation of the present state of theory development in nursing and related fields. Content in Section II examines primarily the behaviorist, psychoanalytic, maturational, and cultural theories of the growth and development of individuals. Content in Section III focuses upon the developmental stages of the family. Emphasis throughout the course is application of theory to nursing practice.  
By arrangement The Department

**Nu 744 Maternity Science (F; 3)**

Basic knowledges required to assess the health status of women in order to provide appropriate health care. Content includes the physiology and anatomy of puberty, menarche, and the pregnancy cycle, as well as the general principles of genetics, embryology, fetal and newborn physiology.  
By arrangement

Borboro Cotonlo  
Doniel Cromer

**Nu 745 Maternity Science (S; 3)**

Prerequisite: Nu 744

Focus of course is the health care of the woman with a complicated pregnancy caused either by a concurrent health problem; e.g., diabetes, cardiac or renal disease, or by a problem directly related to the pregnancy, e.g., toxemia, bleeding. Content also includes methods of contraception, common gynecological problems, infections, and infertility.  
By arrangement

The Department  
Doniel Cromer

**Nu 748 Pediatric Science (F; 3)**

Reviews general principles of genetics and embryology. Emphasis is upon the well child and focuses on the normal anatomical and physiological development of the child from infancy to adolescence. Considers methods of diagnoses and management of well child health supervision.  
By arrangement

The Department  
Fredrick Mondell

**Nu 749 Pediatric Science (S; 3)**

Prerequisite: Nu 748

Emphasis is upon the common health problems of the child from infancy to adolescence. Considers methods of diagnoses and the management of common health problems.  
By arrangement

The Department  
Fredrick Mondell

**Nu 755 Maternity Clinical Practicum (F; 3)**

This practicum focuses on skill development in health assessment of women in various periods of childbearing. The practicum includes opportunities for increasing competency in interviewing, physical

assessment, recording and interpreting data. A major experience for each student is to begin to assume responsibility for the health care of several women and their families in the antenatal phase of childbearing. Experiences are provided in selected clinical settings. A weekly seminar integrates, theoretical and clinical content. To facilitate movement toward changing roles in health care, students will have a weekly group in which they explore interpersonal dynamics and methods of communication.

By arrangement

The Department

**Nu 756.01 Advanced Maternity Practicum (S; 6)**

**Nu 756.02 Advanced Maternity Practicum (S; 3)**

Prerequisites: Nu 740, Nu 744, Nu 755

The focus of this practicum is the participation of the student in primary health care to women and their families through the intra and post-partum phases. Experiences are planned in group practice settings such as ambulatory clinics, neighborhood health centers and physicians' practices where the student collaborates with physicians and other health professionals in assessing, planning and coordinating of services and in providing for or seeking out consultations and referrals. A weekly seminar integrates theoretical and clinical content and considers research findings pertinent to maternity care. Students continue a weekly group in which they explore interpersonal dynamics, methods of communication and organizational behavior.  
By arrangement

The Department

**Nu 757 Pediatric Clinical Practicum (F; 3)**

This practicum focuses on skill development in health assessment of infants, children, and their families. The practicum includes opportunities for increasing competency in interviewing, physical assessment, recording and interpreting data. Experiences are provided in selected clinical settings. A weekly seminar integrates theoretical and clinical content. To facilitate movement toward changing roles in health care, students will have a weekly group in which they explore interpersonal dynamics and methods of communication.

The Department  
Fredrick Mondell

**Nu 758.01 Advanced Pediatric Practicum (S; 6)**

**Nu 758.02 Advanced Pediatric Practicum (S; 3)**

Prerequisites: Nu 740, Nu 748, Nu 757

The focus of this practicum is the participation of the student in well child supervision and in the identification and management of the common health problems of children. Experiences are planned in group practice settings such as ambulatory clinics, neighborhood health centers, and physicians' practices where the student collaborates with physicians and in providing for or seeking out consultation and referral. A weekly seminar integrates theoretical and clinical content and considers research findings pertinent to pediatric care. Students continue to have a weekly group in which they explore interpersonal dynamics, methods of communication, and organizational behavior.  
By arrangement

The Department  
Fredrick Mondell

**Nu 759.01 Advanced Maternity Practicum (F; 9)**

**Nu 759.02 Advanced Maternity Practicum (F; 6)**

Prerequisites: Nu 740, Nu 741, Nu 744, Nu 745, Nu 755, Nu 756

The focus of this practicum is to develop increased depth in the knowledges and skills related to primary health care of women and providing care to women on a continuity basis, by joint planning, coordination of services, consultation and referral with physicians in group practice settings such as neighborhood health centers, physicians' practices and ambulatory clinics. The student also begins to assume a more direct teaching activity with other students or workers in the setting. A weekly seminar integrates theoretical and clinical content. To facilitate role change students continue to explore interpersonal dynamics, organizational behavior, and methods of communication through a weekly group experience.  
By arrangement

The Department

**Nu 761.01 Advanced Pediatric Practicum (F; 9)**

**Nu 761.02 Advanced Pediatric Practicum (F; 6)**

Prerequisites: Nu 740, Nu 741, Nu 748, Nu 749, Nu 757, Nu 758



## 180 / Description of Courses

### NURSING

The focus of this practicum is the participation of the student in well child supervision and in the identification and management of children with common health problems by joint planning, coordination of services, consultation and referral with physicians in group practice settings such as ambulatory clinics, neighborhood health centers, or physicians' practices. The student also begins to assume a more direct teaching activity with other students or workers in the setting. A weekly seminar integrates theoretical and clinical content. To facilitate role change students continue to explore interpersonal dynamics, organizational behavior, and methods of communication through a weekly group experience.

By arrangement

The Department  
Thomos Cone

#### **Nu 794 Research Design (F; 3)**

An introduction to the major methods employed in scientific investigation. The course will emphasize the selection and delimitation of a health related problem and the development of a research design appropriate to that problem.

Dorothy J. Wolker

#### **Nu 795 Research Methods (F; 3)**

Prerequisites: Consent of Professor. To be taken in sequence with Nu 796.

An introduction to the major methods employed in scientific investigation. The course will emphasize the selection and delimitation of a health related problem and the development of a research design appropriate to that problem.

Dorothy J. Wolker

#### **Nu 796 Research Seminar (S; 3)**

Prerequisites: Nu 795. To be taken in sequence with Nu 795.

Directed group research experience in the problem area identified in Nu 795.

By arrangement

Dorothy J. Wolker

#### **Nu 800 Theory of Adult Nursing Practice I (F; 4)**

The four major components of this course are the study of conceptual frameworks for nursing, advanced concepts of nursing process, functional concepts in adult health care (biomedical and behavioral) and clinical practice.

Morjory Gordon  
Mory E. Colnon  
Bernodette P. Hungler

#### **Nu 801 Theory of Adult Nursing Practice II (S; 4)**

Continuation of Nu 800. Clinical paper dealing with the systematic exploration of a clinical nursing intervention.

Morjory Gordon  
Mory E. Colnon  
Bernodette P. Hungler

#### **Nu 807 Role Components: Faculty Role (F; 3)**

Examination of the role of the teacher-clinician in higher education. Observational experiences in a program of nursing education available.

Mory E. Colnon  
Bernodette P. Hungler

#### **Nu 808 Practicum in Faculty Role (S; 3)**

Opportunity to test methods of guiding and evaluating learning through participation in a program of nursing education.

Mory E. Colnon  
Bernodette P. Hungler

#### **Nu 815 Role Components: Clinical Specialist (F; 3)**

Study of models of the clinical specialist role and organizational, client and personal variables influencing role functions. Study of system analysis, philosophy and theories of change, strategy selection and evaluation in selected clinical and classroom experiences. Functional analysis of a small system required.

Morjory Gordon

#### **Nu 816 Practicum in the Clinical Specialist Role (S; 3)**

Offers experience as a student-clinical specialist with emphasis on role development. Utilization of analytic tools and change theory in promoting optimum clinical care for groups of patients. Position paper on the role of the clinical specialist required.

Morjory Gordon

#### **Nu 840 Advanced Psychiatric Nursing: Theory and Practicum, I (F; 7)**

Prerequisites: none

Supervised clinical experience with individuals, groups and families in emotional distress. Supervisory conferences focus upon the systematic evaluation of the method of intervention appropriate to the

clinical problem. Supervisory conferences will be held in small groups and individually. Weekly seminar discussions focus on systems of psychotherapy.

Corol Hortmon  
Sr. Mory Felicito Doy  
Miriom-Goyle Wordle

#### **Nu 841 Advanced Psychiatric Nursing: Theory and Practicum, II (S; 7)**

Prerequisites: Nu 840

Supervised clinical experience with individuals, groups and families, with special emphasis on children. Continuation of seminar dealing with systems of psychotherapy. Clinical time is the same.

Corol Hortmon  
Sr. Mory Felicito Doy  
Miriom-Goyle Wordle

#### **Nu 844 Advanced Psychiatric Nursing, Theory and Practicum, III (Intersession; 4)**

Prerequisites: Nu 840, Nu 841

Continued supervised clinical experience with emphasis on methods of intervention best utilized in community systems, i.e. crisis intervention, development of support systems and human network resources. Seminar continues with emphasis on systems theories as applied to community mental health. Clinical time remains the same.

Corol Hortmon  
Sr. Mory Felicito Doy  
Miriom-Goyle Wordle

#### **Nu 854 Theories of Deviancy and Normality of Adult Human Behavior: Implications for Nursing Intervention (F; 3)**

A review of selected research and theories which focus on psychopathological and normal behavior patterns in adults. Practicum will include the evaluation of adults under varying degrees of social and psychological stress and will require the student to formulate appropriate modes of intervention. Practicum included.

Corol Hortmon  
Sr. Mory Felicito Doy  
Miriom-Goyle Wordle

#### **Nu 860 Introduction to Liaison Nursing (S; 3)**

Prerequisite: Advanced Psychiatric Nursing

An Introduction to Psychiatric Liaison Nursing is designed to familiarize the graduate Psychiatric-Mental Health Clinical Specialist with the theoretical models of reactions to illness, psychological practice models and consultative processes which work together to provide organized efforts to restore and maintain an individual's optimum level of functioning despite physiological restraints because of illness and the social restrictions of the general hospital which impact so heavily on the behavior of humans in its orbit.

Course content and student experiences will follow the sequence of the student's introduction to the general hospital analysis and definition of populations, roles and functions of people within the system, establishing a focus of contact within the system, assessment of individual patients, formulating indirect and direct strategies for intervention and implementing them through the consultative process with the staff, patient and family. Criteria for evaluating the outcome of efforts will be in terms of specifying the goals to be achieved and determining whether they have been met. Clinical placements time to be arranged.

Corol R. Hortmon

#### **Nu 870 Health Determinants: Analysis and Change (S; 3)**

Emphasis on the process of systems analysis in the examination of contemporary health care delivery and the health status of populations. The student will gain skill in multiple-variable analysis and in determining strategies for creating change in the health status of populations.

The Department

#### **Nu 899 Independent Study in Nursing (F, S; Credits by arrangement)**

Prerequisites: One full-time semester of graduate work. Permission of Professor and Chairperson. Recommendation of a second faculty member.

The student who has a special interest that is not otherwise addressed adequately in the curriculum may pursue that interest under the direction of the faculty.

A written proposal for an independent study in nursing must be submitted to the department chairperson together with supporting statements from the faculty member directing the study and a faculty member whose area of concentration qualifies him or her to



judge the fitness of the proposed undertaking to graduate study. The student is required to submit written reports to the faculty member directing the study and the department chairperson toward the end of the semester.

The Department

## Philosophy (PI)

Depending on student demand, the courses listed below may not be offered at the time indicated. If a desired course is not offered, please consult with the appropriate professor. It may be possible to arrange a Readings and Research course on the desired topic.

### Core Courses

#### PI 009 Ethics (F, S; 3, 3)

An investigation of the rational basis of moral value in an attempt to establish ethical principles. Specific application of these norms will be examined and applied to various moral problems.

The Department

#### PI 050 Introduction to Philosophical Studies I and II (Core Development Program) (F, S; 3, 3)

Any serious attempt to understand ourselves and our world leads directly into other, even deeper issues: what does it mean to 'know' something? Are there different kinds of knowing? Are there some things that can never be known? The first semester of this course explores the ways in which some of the great philosophers of the past have tried to come to grips with these questions. The second semester will focus on our knowledge of value — in particular, of moral value: what do we mean by 'right' and 'wrong'? Are all ethical judgements merely subjective? Do we have the right to impose our ethical view on others? Again, we will approach these issues through a close study of the writings of the great philosophers.

John V. Strong, S.J.

#### PI 070 Philosophy of the Person I and II (F, S; 3, 3)

This course is based on two Socratic sayings: "know yourself," and "the unexamined life is not worth living." This course, therefore, will analyze the key thinkers in Western culture who have contributed to our knowledge of ourselves and our society. Specific considerations will be given to the problem of the human person along with the basic rights and responsibilities that each one has to himself, herself, and to others.

The Department

#### PI 090 Perspectives on Western Culture I and II (F, S; 6, 6)

This is a special two-semester, twelve-credit course that fulfills all the core requirements in philosophy and theology. The course will introduce the students into their philosophical and religious heritage through a study of the writings of the major thinkers who have formed our cultural traditions. The purpose of the course is to encourage students to discover the sources of those values that have formed their lives as well as to develop a critical and creative perspective toward themselves and their future.

The Department

### Pulse Courses

#### PI 065 Self and Society in Philosophical Literature (F; 3)

The focus of this course will be the tension experienced between two basic orientations of the human person: the orientation toward autonomy, and the orientation toward community. Through the combination of readings, field experiences and discussions, students will be encouraged to discover the ways in which social structures resolve or fail to resolve that tension.

Lynne Bollew

#### PI 066 Private and Public Good (S; 3)

Through the examination of literary-philosophical texts the course will address the following questions: What is the "private good"? What is the "public good"? When do these agree or conflict? What theories of the individual and of society do they presuppose? And finally, how do such theories relate to the kinds of work and goals of particular interest to PULSE students?

Lynne Bollew

#### PI 088-089 Person and Social Responsibility (F, S; 6, 6)

This is a two-semester, twelve-credit course that fulfills all the core requirements in philosophy and theology. The course requirements

include both ongoing involvement in one of the field projects available through the PULSE Program (see Special Study Programs section), as well as participation in a correlated class. The course will focus on problems of social injustice, and the possibilities of surmounting those injustices. The field projects will put students directly in contact with people experiencing the consequences of one or another form of social injustice — delinquency, poverty, psychological problems, prejudice, alienation. The classes will attempt to take a deeper look into these, especially with regard to their individual, group and cultural origins. Drawing on the works, both contemporary and traditional, of key philosophical and religious figures, the classes will engage students in the challenge of personal self-discovery and growth as they relate to the question of what it really means to assume responsibility for overcoming these injustices.

Patrick H. Byrne

#### PI 180 Strategies of Social Change (F; 3)

This course draws on the techniques of group training to help students become more effective agents of change. Students are taught skills in communication, analysis of conflict situations and resolution of conflicts. A variety of possibilities for organizational design and management — especially for organizations devoted to social change and social service — are explored.

The Department

#### PI 214 Explorations in Race Relations (S; 3)

This course will have as its focus, a consideration of historical, psychological, and socio-cultural factors contributing to racism as we see it today. The evolution of positive racial identity will be explored, as well as the development of overt and covert forms of racial bigotry. We will seek to come to some consensus as to what constitutes and contributes to racism. Class members will be encouraged to examine the parameters of their own racial awareness with the intent of productively applying the content of this course to experiences in everyday life.

The Department

#### PI 233 Values, Health and Welfare (F; 3)

This course will undertake a multidisciplinary critique of health delivery as a system in the United States. A primary objective will be the development of critical modes of thinking as a way to understand and influence social change. This course is open to all interested, although concurrent participation in a PULSE field project is strongly recommended.

Patrick H. Byrne

#### PI 291-292 Philosophy of Community I and II (F, S; 3, 3)

Prerequisite: Limited to members of the PULSE Council.

A study of community: its structure, power and change. The dynamics of community will be examined by sharing impressions and insights with various teachers and community workers. Specific theoretical models of analysis will be studied and critiqued. The purpose of the course is to begin developing new approaches for learning about social change and for building new visions for the direction that a PULSE student's responsibility to social change might take.

Offered 1979-80

Joseph Flanagan, S.J.

#### PI 293-294 Culture and Social Structure: Philosophy of PULSE I and II (F, S; 3, 3)

Prerequisite: Membership on PULSE Council.

The course will concentrate on the interrelationships between American political, economic, social and military institutions. As these interrelations are explored on a "macro" scale, a microanalysis of like patterns at the neighborhood and city level will also be undertaken.

Joseph Flanagan, S.J.

### Electives

#### PI 121 Major 20th Century Philosophers (F; 3)

This course is intended to introduce beginning students to some of the leading 20th century philosophical movements. It begins with an examination of the background tradition of modern rationalism and empiricism (Descartes, Hume, Kant). Then the following philosophical movements are considered: Life Philosophy (Bergson, Nietzsche); Existentialism (Kierkegaard, Heidegger); American Philosophy (Peirce, James, Dewey, Whitehead); Phenomenology (Husserl). Key texts from each philosopher will be selected for reading and analysis.

Offered Fall, 1979

Thomas J. Owens



**PI 130 Philosophical Issues in Science, Technology, and Public Policy (S; 3)**

A critical survey of conceptual tools for making intelligent choices on the basis of complex or uncertain evidence. Topics discussed will include: the evaluation of statistical data, extrapolation, feedback effects, and elementary decision theory. These techniques will be applied to such public policy areas as technology assessment, mass transportation, and energy and environment.

Offered Spring, 1980

John V. Strong, S.J.

**PI 150 Contemporary Analysis of Myth and Symbol (F; 3)**

An exploration of the relationship between reflective philosophy and the interpretation of myth and symbol in the works of Freud, Jung, Eliade and Ricoeur. Special emphasis is placed on a phenomenology of the symbols of evil and a structural analysis of the mythic content of primitive religions. The course attempts to integrate conflicting interpretations of mythico-symbolic language which is seen as the locus of both unconscious projections and the creation of meaning.

Offered Fall, 1979

Richard M. Stevens

**PI 153-154 The Heidegger Project I (F, S; 3, 3)**

This is a course designed to allow undergraduates an opportunity to work closely with the major texts of Martin Heidegger, one of the leading twentieth-century philosophers. Students will be expected to participate in assessing Heidegger's relevance to contemporary issues and in developing their own philosophical views vis-a-vis Heidegger's. The project will continue for two semesters. Some knowledge of traditional philosophy (e.g., Aristotle, Descartes, etc.) would be helpful, but is not an absolute prerequisite.

Offered 1979-80

Thomas J. Owens

**PI 161 Philosophy of Religion (S; 3)**

An elaboration of a phenomenological "typology" of the forms of religious experience. Consistent patterns of experience will be grouped according to the models of participation, encounter and community. This method offers an interpretative framework for understanding the symbol systems of a wide variety of religious expressions, both Eastern and Western. The course will also explore the possibility of meaningful religious language in a secularized culture.

Offered Spring, 1980

Richard M. Stevens

**PI 165 Human Person and Love (F; 3)**

This course will examine the notion of love and the experience of love from a philosophic viewpoint, with an emphasis on both the phenomenology of the loving experience, and the history of the philosophic understanding of love in Greek and Christian times. The course will follow a cyclic movement, beginning with the contemporary problem of love, continuing with a history of the philosophy of love in Plato and in the diverse views of love through Christian history, with an emphasis on the religious dimension of love, leading up to a contemporary attempt at synthesis, and a consideration of sexual love from a personalistic viewpoint.

Offered Fall, 1979

Daniel J. Shine, S.J.

**PI 166 Freedom and Authority (S; 3)**

A cooperative effort to make precise the questions concerning freedom and authority will open the course. As an aid to this, Adler's booklet *Freedom*, Maritain's *Man and the State* and Thoreau's essay on "Civil Disobedience" will be read. After tentative answers have been reached we will turn to some of the classical works on this subject in hopes of confirming our answers, deepening or changing our questions or introducing new questions: Plato's *Republic*, Aristotle's *Politics*, Hobbes's *Leviathan*, Locke's *Second Treatise of Government*, J. S. Mill's *On Liberty*.

Joseph H. Cosey, S.J.

**PI 193 Confucianism, Taoism and Buddhism (F; 3)**

Starting from a general introduction to Chinese philosophy as a whole, the course will focus on three of the most important philosophical schools: Confucianism, Taoism and Buddhism. Emphasizing social harmony and order, Confucianism deals mainly with human relationships and human virtues. Centered on the harmony between Nature, Man and Society, Taoism teaches the most natural way to achieve this harmony, i.e., Tao. Sinicized as soon as it arrived in China, Buddhism reveals that the ultimate reality both transcends all being, names and forms, and remains empty and quiet in its nature.

Francis Y. Soo

**PI 195 The God Question (F; 3)**

Stages of Development: 1) What kind of question about God is characteristic of today's concern? 2) Is today's question truly distinctive? How is it related to the forms the question about God has historically taken? 3) Can the class answer today's question with their personal knowledge? 4) What key traditional insights shed light on the question? Can these insights be shown to grow out of one's personal experiences and to provide evidence that it is reasonable to assent to a solution to the question?

Joseph H. Cosey, S.J.

**PI 204 Contemporary Chinese Philosophy (S; 3)**

Within the historical context of modern China (from 1840 up to the present), the course will focus on contemporary Chinese philosophical trends. Two of them are of particular importance. One is the Neo-Confucianism which tries to revive or modernize not only traditional Confucianism but also Chinese Classical philosophies in general. The other is Chinese Marxism which, under Mao, tries to 'substitute' Chinese Marxism for the Classical Chinese philosophies. It is very interesting to study how contemporary Chinese philosophers have tried to philosophize in contemporary China.

Francis Y. Soo

**Un 212 Perspectives on Marxism (F; 3)**

This interdisciplinary course is sponsored by the Department of Philosophy and the Center for East Europe, Russia and Asia. The ten professors (two political scientists, philosophers and historians; one each from economics, education, linguistics and sociology) present a coherent overview, enabling the student to gain an understanding of the Marxist phenomenon from all the major perspectives and providing an orientation for planning the student's further study of the questions raised by this important movement.

Thomas J. Blakeley

**PI 247 Philosophy of History (S; 3)**

The first part of the course will aim at clarifying the nature of historical understanding, with special emphasis on such issues as explanation and laws, historical relativism, and causality. The results of this investigation will then be brought to bear on some of the major attempts of philosophers (Hegel, Toynbee) and theologians (Teilhard, Wright) to construct overarching theories of the historical process.

John V. Strong, S.J.

**PI 251 Political Philosophy: Machiavelli to Burke (F; 3)**

This course traces the origins of some modern conceptions of law and the state, the sources and limits of political authority through some of the great modern political philosophers, relating these to the classical Aristotelian tradition. The chief focus will be on the reading of some major thinkers, Machiavelli, Hobbes, Locke, Rousseau, and Burke, examining critically the thought of each, relating these to various perspectives on political philosophy.

Gerard C. O'Brien, S.J.

**PI 254 After Death and Dying (F; 3)**

An exploration of life after death, including such questions as: What difference does confronting death make? Is death a hole or a door? How are the meaning of life and the meaning of death connected? Do we really want to live forever? How is "Heaven" different from the genetic promise of an "immortality pill"? What evidence is there for life after death? What is it like, specifically (e.g. is it sexual? in time? what do we do there?) How do you get there? Is there an alternative, a "Hell"? What does all this have to do with Monday morning?

Offered Fall, 1979

Peter J. Kreeft

**PI 257 Oriental Philosophy (F; 3)**

An empathetic and respectful but critical and questioning investigation of the central claims of Hinduism, Buddhism (including Zen and Tibetan Buddhism) and Taoism regarding the nature of reality, the self and its destiny, including treatment of mysticism and the occult and comparison with Western philosophy and religion.

Peter J. Kreeft

**PI 259 Perspectives on War, Aggression and Conflict Resolution I (F; 3)**

This course is the result of work by faculty and students interested in developing an interdisciplinary approach to the study of Peace and War at Boston College. The Boston College Program for the Study of Peace and War sponsors this course as one of the two introductory offerings in Peace Studies at the university (PER-



SPECTIVES, part II is offered in the spring semester). PERSPECTIVES I is centered around analyses of the causes of war and conflict in contemporary society. The course is organized along multidisciplinary lines, with different faculty members from different departments responsible for each topic of discussion. In this way, we hope to show the varied and complex perspectives on the causes of war and conflict (PERSPECTIVES II focuses on past, present, and future alternatives to war). The Tuesday and Thursday noon-time sessions will be devoted to formal presentations with the Thursday evenings devoted to informal discussions and films.

Rein A. Uritam

**PI 261 The Creative Person (F; 3)**

A creative person is one whose personhood is active, released, and known. The most important question here is not 'what' or even 'why' but 'how.' This is a course in actual, philosophically-significant experiment, followed by reflection — experiments in self-discovery in four dimensions: relation to yourself, others, nature, and God.

Offered Fall, 1979

Peter J. Kreeft

**PI 264 Logic (F, S; 3)**

This course will consider the principles of correct reasoning together with their application to concrete cases.

Joseph L. Barret, S.J.  
William J. Haggerty, Jr.

**PI 269 Perspectives on War, Aggression, and Conflict Resolution II (S; 3)**

An interdisciplinary course that is concerned primarily with alternatives and "solutions" to the problem of war, including those advanced in the past and present, but also ones that may be required to meet the needs of the changing world of the future. The course is administered by a coordinator and lectures are given by various faculty members from various disciplinary backgrounds. Tuesday and Thursday mid-day sessions are devoted to "regular" presentations with occasional evening sessions devoted to informal discussion and films.

Rein A. Uritam

**PI 275 Philosophy in Literature: Tolkien (F; 3)**

A complete philosophical world and life view underlies Tolkien's two great epics, *The Lord of the Rings* and *The Silmarillion*: a synthesis of ingredients in Plato (exemplarism), Jung (archetypes), Romanticism (*sehnsucht*) and Norse mythology (a Stoic heroism) catalyzed by a Biblical imagination and a Heideggerian linguistic. The student will learn to recognize these and many other strange creatures in exploring Tolkien's world.

Peter J. Kreeft

**PI 285 Contemporary Ethical Perspectives (F, S; 3)**

A study of modern ethical problems, such as civil disobedience, mercy-killing, ethics in business and government, the ethics of socialism and communism, abortion, personal ethics, as affected by various philosophical systems along with an analysis of ethical values, as established by traditional and modern philosophy, in an attempt to build a helpful personal and social value system.

Charles B. Toomey, S.J.

**PI 290 The Destiny of Man (F, S; 3)**

In the course we will treat of the Philosophy of Nicholas A. Berdyaev. We shall take up his ideas of the 'Creative Act', of 'Personalism', of the 'Interior and Exterior forms of slavery, his concept of History as well as his notion of the Fate of Man in the Modern World.

John D. Donoghue, S.J.

**PI 296 Linguistic Analysis and the Problem of God (S; 3)**

Problems about knowledge of and about language about God which have arisen from the later thought of Wittgenstein will be treated. Authors like Wittgenstein, Ryle, Ayer, Flew, Austin and Macquarrie will be examined.

Offered Spring, 1980

Joseph H. Casey, S.J.

**PI 299 Readings and Research (F, S; 3)**

By arrangement

The Department

**PI 301 (CI 315) Homer and Greek Psychology (F; 3)**

This course will involve a careful reading of both the *Iliad* and the *Odyssey*, and its intent will be to examine Greek psychology through the concept of heroism. Two further questions will be studied: what aspects of Greek psychology have been retained by modern Western psychology, and what problems does Homer present which make the development of Greek philosophy necessary?

ern Western psychology, and what problems does Homer present which make the development of Greek philosophy necessary?

A special section will be available for those who wish to read the text in Greek.

Lynne Ballew

**PI 306 Ancient Greek Philosophy (S; 3)**

A history of the development of Classical Greek philosophy from the era of the Pre-Socratics to the closing of the Pagan schools in Athens in the 6th Century A.D.

Stuart B. Martin

**PI 311-312 (CI 365-366) Ethical Thought of the Greeks (F, S; 3, 3)**

A detailed study of selected authors and texts from Homer to Aristotle aimed at answering the questions posed by Bruno Snell in Chapter 8 of *The Discovery of the Mind*: "In what form did the moral imperative present itself to the Greeks? What, in successive periods, were their notions about virtue? What reasons did they advance for a moral behavior, and how did they convince themselves of its necessity?"

In the first semester we shall study Homer and other early poetry, the dramatists and the historians. The second semester will be devoted principally to the philosophers: The Pre-Socratics, Socrates, Plato and Aristotle.

Greek is not required, but special arrangement will be made for students who would like to read texts in the original.

Offered 1979-80

David H. Gill, S.J.

**PI 315 Aristotle (F; 3)**

A study of the development of Aristotle's fundamental doctrinal position; the authenticity and reliability of his extant works; the import of his logic for the rise of the mediaeval universities; his doctrine of equivocity; the central meaning of "being" in his *Metaphysics*; selected physical doctrines such as "change" and "time"; the goal of human existence expounded in the *Nicomachean Ethics*; Aristotle's teaching about the nature of the "intellect"; and some study of the subsequent (Greek, Arabian and Latin) commentators on his works.

Stuart B. Martin

**PI 323 Plato's Republic (S; 3)**

An in-depth study of the most influential work in the entire history of philosophy. The questions include: What is a just individual? a just society? the nature of man? the purpose of human life? the nature of the soul? education? music? art? the gods? wisdom? goodness? science? history? war? women? democracy? ultimate reality? life after death? This book is not a book, it is a world.

Offered Spring, 1980

Peter J. Kreeft

**PI 328 (CI 416) Aristotle's Ethics (F; 3)**

Lectures, readings, discussions and short papers on specific questions designed with a view to tracing and understanding the development of Aristotle's ethical thought from the time of his membership in the Platonic Academy until the final version of the *Nicomachean Ethics*. Readings will include pertinent items from Plato, Aristotle's *Protrepticus*, *Eudemian Ethics*, and the entire *Nicomachean Ethics*. Knowledge of Greek is not required, but provision will be made for students who would like to do some reading in the original.

Offered Fall, 1979

David H. Gill, S.J.

**PI 330 (CI 417) Aristotle's Politics (S; 3)**

A close reading and study of the *Politics* with a view to uncovering the various stages in the development of Aristotle's ideas about the State. There will be short papers on specific problems and supplementary reading in Plato and Aristotle's *Athenian Constitution* and *Ethics*. Greek is not required, but provision will be made for students who would like to do some reading in the original. CI 416 is not a prerequisite but is recommended.

Offered Spring, 1980

David H. Gill, S.J.

**PI 331-332 (CI 410-411) Plato: The Later Dialogues (F, S; 3, 3)**

Reading (in translation) and discussion of Dialogues subsequent to the *Republic*, including *Phaedrus*, *Theaetetus*, *Parmenides*, *Sophist*, *Statesman*, and *Philebus*.

Offered 1979-80

Joseph P. Maguire

**PI 340 Philosophy in the Middle Ages (F; 3)**

A detailed examination of some of the great ideas from Augustine to Ockham.

Norman J. Wells



**Pl 341 The Ideal of the Individual in Greek Philosophy, Literature, and Art: 800-450 B.C. (F; 3)**

This course will focus on the pervasive force of individualism throughout all aspects of Greek culture, up to the Periclean age. Basic course materials will include the poetry of Homer and Hesiod, the plays of Aeschylus and Sophocles, Presocratic philosophy, lyric poetry, and material on the plastic arts.

Offered Fall, 1979

Lynne Bollew

**Pl 343 (Cl 316) Plato and his Time (S; 3)**

This course will focus on the pervasive force of individualism throughout all aspects of Greek culture, from the Periclean age through the conquest of Greece by Alexander. Basic course materials will include the dialogues of Plato, the writings of Aristotle, the histories of Thucydides, the plays of Aristophanes and Euripides, and material on the plastic arts.

Lynne Bollew

**Pl 350 From Antiquity to Modernity: Social Thought In The Middle Ages (F; 3)**

Beginning with Augustine's commentary on Cicero's *On the Commonwealth*, a social thought was born that was destined to reign until the Renaissance and even beyond. Our account of this development will begin with Augustine's *City of God*, pass through Aquinas' treatment of justice — the keystone of Scholastic social thought — to complete itself in Machiavelli and the Utopians (More, Campanella, etc.), who germinated modern social thought.

Offered Fall, 1979

Thomos J. Blokeley  
Olivo Blonchette  
Dovid M. Rosmussen

**Pl 353 Man in Medieval Thought (S; 3)**

Taking as point of departure The Condemnation of 1277, the question of the structure of human existence will be posed and pondered. Consideration will then be given to the various sources involved — Aristotle, Augustine, Avicenna, Averroes and Aquinas.

Normon J. Wells

**Pl 354 The Christian Philosophy of Thomas Aquinas (S; 3)**

A detailed examination of the major philosophical positions of Aquinas and their relevance to Modern Thomism.

Offered Spring, 1980

Normon J. Wells

**Pl 358 St. Augustine's Confessions (F; 3)**

"The only two things that never bore us are a person and a story, and even a story must be about a person" (Chesterton). This book reveals one of the most profound and startling persons who ever lived, and his story is the world's greatest drama: the wrestling match between God and Man — first lived and felt by a passionate and sensitive heart, then reflected on by a searching and beautiful mind. Every page rewards hours of study, and we will study only this one short book with care and relish. In fact, instead of just studying about St. Augustine, we will become him; live, feel and think his story. Our method (like his) is Socratic: asking hundreds of questions, exploring.

Offered Fall, 1979

Peter J. Kreeft

**Pl 363 Thomas Aquinas: Philosophy of God (F; 3)**

Starting with contemporary concerns a serious study will be made of the First Part of Thomas' *Summa Theologiae*: Is God's existence self-evident? Is it possible to demonstrate God's existence? Does God exist? What are the limits of human knowledge about God? Is it possible to speak meaningfully about God? Is God personal, present, concerned? An effort will be made to lay bare the basic presuppositions of Thomas' position and to link the entire project with today's consciousness. An interest and background in philosophy will be needed.

Offered Fall, 1979

Joseph H. Cosey, S.J.

**Pl 365 Aquinas Re-visited (F, S; 3)**

A study of the following Thomistic notions: Existence, Essence, the Causes, the Universal Idea and Human Liberty. Each of these topics will be treated in their historic genesis and textually and re-evaluated according to later developments in Process Philosophy, Existentialism and scientific thought.

Frederick J. Adelman, S.J.

**Pl 368 Science and Philosophy Since 1600 (S; 3)**

Since the seventeenth century, Western philosophy has been preoccupied with the question of the status of scientific knowledge. This course surveys this confrontation (particularly between the empiri-

cal sciences and the claims of metaphysics) as reflected in the writings of such authors as Bacon, Descartes, Newton, Leibniz, Berkeley, and Kant, as well as in the works of some of their lesser-known contemporaries.

John V. Strong, S.J.

**Pl 371 Descartes and the Cartesians (F; 3)**

A detailed examination of the Cartesian corpus on all the issues fundamental to Descartes' philosophy—the self, God, the world and the various consequences flowing from these basic positions. On behalf of the Cartesians, the likes of Malebranche, Spinoza and Leibniz should be represented.

Offered Fall, 1979

Normon J. Wells

**Pl 375 Modern Philosophy I: Descartes and British Empiricists (F; 3)**

A detailed examination of the classical positions taken during this period on the self, God, man and the world.

Offered Fall, 1979

Normon J. Wells

**Pl 376 Modern Philosophy II: British Empiricists to Kant (S; 3)**

Continuation of the previous semester, Pl 375.

Offered Spring, 1980

Normon J. Wells

**Pl 378 Hume and Kant (F; 3)**

The course will present a confrontation between Hume's empiricism and Kant's rationalism. The theme of this confrontation will not be drawn merely from the differences in both philosophers' theory of knowledge but perhaps more emphatically from the realm of ethics or moral philosophy.

Offered Fall, 1979

Richard T. Murphy

**Pl 391 God and Modern Philosophy (S; 3)**

This course is a survey that exposes and criticizes some of the more important answers given to the God Problem by some of the great philosophers from the time of Descartes to modern times. In a way the course is a history of modern philosophy, but especially focused on how the existence, the nature, and the role of the Infinite has been handled in various philosophies and psychologies that have dominated human thought over the past four centuries; e.g. Rationalism, Empiricism, Idealism, Atheistic materialism, Psychoanalysis and Existentialism.

Offered Spring, 1980

John P. Rock, S.J.

**Pl 395 Philosophy of Dostoevsky (S; 3)**

The aim of this course is the examination of the major philosophical positions of Dostoevsky. The course will offer a detailed analysis of the "Grand Inquisitor". The following issues will be examined: the critique of the Catholic Church, the struggle between good and evil, the conflict between freedom and happiness, and Dostoevsky's dialectical approach.

Joseph L. Novickos

**Pl 397 Gabriel Marcel: Philosopher of the Person (S; 3)**

Marcel offers an analysis and critique of modern man's spiritual condition (egotism, impersonalism, technologism, abstraction, calculation, skepticism, alienation) and a livable alternative (values, creativity, presence, hope, self-knowledge, community, communication, love). The course studies only a few key books, including some of Marcel's dramas, in depth. Its aim is not to cover an amount of territory but to stimulate individual self-reflection Socratically.

Offered Spring, 1980

Peter J. Kreeft

**Pl 404 Science and Pseudo-Science: A Philosophical Inquiry (F; 3)**

An investigation into the nature and limits of science, through a comparison of the claims of 'orthodox' scientific theories (for example, about the motion of the continents or the possibility of intelligent life beyond the earth), on the one hand; and the claims of astrology, alchemy, and parapsychology on the other. (Some high school or college science background would be helpful, but by no means essential, for those taking the course.)

Offered Fall, 1979

John V. Strong, S.J.

**Pl 406 Seminar on Life After Death (S; 3)**

Papers (both systematic-original and historical-research) on: traditional and non-traditional arguments pro and con life after death; comparison of religions on this issue; out-of-body experiences; the evidence of mysticism; the relevance of immortality to the present; the nature of Heaven and Hell.

Peter J. Kreeft



**Pl 408 How Philosophy Looks at Science: An Introduction (F; 3)**  
An attempt to get behind the cloims of science ("scientists have proven . . .," "science has shown . . .") to a critical understanding of why scientists are — and sometimes aren't — justified in making those claims. We will investigate such questions as: where do scientists get their ideas; now are those ideas tested; what happens when scientists hold conflicting views; what are the goals and limits (if any) of scientific knowledge? (No background in science will be presupposed.)  
John V. Strong, S.J.

**Pl 419 Kant and Hegel (S; 3)**  
An analysis and comparison of the major themes in Kant and Hegel.  
Joseph L. Novickos

**Pl 421 Nietzsche-Prophet of Nihilism (S; 3)**  
An introduction to the central ideas of this highly controversial philosopher. The standard interpretation of Nietzsche as the prophet of twentieth-century nihilism will be followed by an examination of the original and distinctive interpretation made by Heidegger.  
Jocques M. Tominieux

**Pl 423 Introduction to Analytic Philosophy (F; 3)**  
The main currents in analytic philosophy, now dominant in America and England, will be presented in their historical development. G. E. Moore's impact will be examined first. The influence of Bertrand Russell, especially on logical atomism, will be assessed. Logical positivism, particularly in the works of Ayer and Carnap, will be treated in detail. Finally, the contributions of Wittgenstein and ordinary language philosophers will be discussed.  
Richard T. Murphy

**Pl 424 The Phenomenology of Love (S; 3)**  
This course will examine the new philosophy of love that emerged in the writings of the German phenomenologist Max Scheler and the Russian philosopher Vladimir Solovyov.  
Offered Spring, 1980  
Joseph L. Novickos

**Pl 426 Three Existential Philosophers (F; 3)**  
This course will expose and analyze the Existential Philosophies of three major thinkers in the field of Existentialism: Heidegger, Sartre, and Marcel. Lectures and discussions will be held on the major works of these men and student reports will be given on some of the significant works of these philosophers.  
Offered Fall, 1979  
John P. Rock, S.J.

**Pl 427 Existential Psychology (F; 3)**  
Existential psychology is a "union" of two disciplines, psychology and the philosophies of existentialism. It deals with such psychological topics as "experience," anxiety, freedom, etc., but is concerned with understanding these aspects of man's life on the deeper level of philosophy. Writings of Rollo May, Binswanger, Heidegger, Boss, Laing and others will be considered.  
Offered Fall, 1979  
Doniel J. Shine, S.J.

**Pl 428 Contemporary Structuralism and Anthropology (S; 3)**  
This course will consider the works of some of the contemporary structuralist thinkers, particularly the anthropology of Claude Levi-Strauss, and the relation of structural philosophy to phenomenology, psychology and literature.  
Offered Spring, 1980  
Gerord C. O'Brien, S.J.

**Pl 429 Freud and Philosophy (F; 3)**  
A study of the revolutionary impact upon philosophy of Freud's psychoanalytic theory. Along with a reading of the principal works of Freud, the course will offer an analysis of contemporary interpretations of Freudian thought (Brown, Lacan, Marcuse). Particular stress will be placed upon Freud's theories of repressive civilization, sublimation and art, and the ambiguities of self-consciousness.  
Offered Fall, 1979  
Richard M. Stevens

**Pl 431 Philosophy of Karl Jaspers (F; 3)**  
The course examines Jaspers' idea of philosophy. It seeks to investigate the meaning and functions of the crucial concepts of Existenz, Encompassing, Reason, Philosophical Faith, Ultimate Situation, Cipher and Foundering. The course aims also at a better understanding of the relation between Jaspers' views and those of Kant, Kierkegaard, Nietzsche.  
Joseph L. Novickos

**Pl 432 Jean-Paul Sartre: The Psychology of Imagination (F; 3)**  
An analysis of Sartre's views on the imagination and consciousness.

The course will trace Sartre's adaption of phenomenology, his study of the structures of subjectivity, his penetrating analyses of freedom, bad faith and the sado-masochistic dimensions of interpersonal relations. Particular emphasis will be placed upon the role of symbolic schemes in the imaginary life and upon the function of art.  
Offered Fall, 1979  
Richard M. Stevens

**Pl 433 Philosophy of Human Sexuality (S; 3)**  
Philosophers, theologians, novelists, poets, mystics, psychologists and sociologists, past and present, Eastern and Western, representing points of view as diverse as King Solomon and Kierkegaard, Hinduism and Victorianism, Hugh Hefner and Jesus Christ, are consulted to explore the mystery of Eros, about which there is usually more heat than light. Controversy is guaranteed. Topics range from tantric mysticism to eugenics abortion and women's lib.  
Offered Spring, 1980  
Peter J. Kreeft

**Pl 434 Topics in Contemporary Science (S; 3)**  
Contemporary developments in physics and biology will be explored intensively. Emphasis will be placed upon understanding the basic concepts, rather than the complex totality, of relativity theory, quantum theory, theories of the "origin of life," etc. Philosophical questions concerning objectivity and reality raised by these developments will be discussed.  
Patrick H. Byrne

**Pl 440 Existential Humanism (F; 3)**  
The existentialists have focused on the dramatic plight of twentieth-century man. They have presented forcefully man's struggle for meaning for life in a technologically dominated society and in a nuclear age. This course hopes to reveal and evaluate the specific features this "philosophy of crisis" has claimed to be distinctive of human living in this present moment of history. The most decisive questions which these philosophers challenge us to answer and which form the themes of the course are: "What is freedom?"; "How must I live well?" Most texts will be the novels and plays of Dostoevsky, Kierkegaard, Sartre, and Camus.  
Offered Fall, 1979  
Richard T. Murphy

**Pl 445 The Origins of American Pragmatism (F; 3)**  
Pragmatism is the most characteristic expression of American life, its civilization and its mind. A reading of selected works of Dewey and James should provide an introduction to the pragmatic method of philosophizing and a framework for a discussion of the place of pragmatism in American culture. An effort will be made to link Dewey's revolutionary theories of education and art to James' "impressionistic" interpretation of the stream of consciousness.  
Offered Fall, 1979  
Richard M. Stevens

**Pl 449 Practical Problems in Business Ethics (S; 3)**  
This course will focus on some practical problems in business ethics, making use of concrete cases to illustrate the ethical reasoning involved, and its application to actual situations. The emphasis will be on reaching as definite conclusions as possible on some contemporary problems in business ethics. Ethical theory will be secondary and will be introduced insofar as it is a help to the solution of the problems discussed. This course is intended primarily, though by no means exclusively, for students in business and management. Plans include a fair number of lecture and discussion classes on the practical aspect of business ethics by members of the faculty and outside speakers in various fields of business.  
Offered Spring, 1980  
Gerord C. O'Brien, S.J.

**Pl 450 Phenomenology and Intersubjectivity (F; 3)**  
Communication between persons, dialogue, love - these are major categories in any attempt to analyze the roots of the social conflicts that beset the twentieth-century world. This course will examine the widely different attempts made by contemporary phenomenologists to explore the extent and limits of interpersonal relationships.  
Offered Fall, 1979  
Thomas J. Owens

**Pl 451 Health Care Ethics (S; 3)**  
Starting from a reflection on the basic structure of moral judgement, the course will move into a discussion of two general areas of moral questioning concerning the care of human life: (1) questions arising from the development of technology and science having to do with genetic control, organ transplants, preventive medicine, and the ends of information-gathering about people; and (2) questions connected with the care of the sick and dying, the idea of health or human wholeness, the social structures affecting health care in



## PHILOSOPHY

hospitals, labeling, professional dominance, the experience of death, and abortion.

Offered Spring, 1980

*Oliva Blanchette*

**Pl 452 Perspectives on Addiction (S; 3)**

This course attempts to apply the ordering and integrating function of philosophy to the multifaceted problem of addiction. The chief focus is on alcoholic addiction, but includes addiction to other drugs as well. The course attempts to relate addiction to the identity of the self, free will vs. determinism, the dynamics of recovery as related to philosophies of self-realization, value phenomenology, and religious experience, relating addiction to other fields, medical, sociological, and psychological, from a unified perspective of personal recovery and growth.

*Gerard C. O'Brien, S.J.*

**Pl 454 Pragmatism and Process (S; 3)**

A close reading of selected works of James, Dewey and Whitehead reveals a continuity in the development of American philosophy: a progressive rejection of all closed systems of meaning in favor of a vision of an "unfinished universe". An emphasis on freedom, possibility and hope permeates these theories of truth, education, art and religious belief.

Offered Spring, 1980

*Richard M. Stevens*

**Pl 455 Kierkegaard and Nietzsche (F; 3)**

Kierkegaard and Nietzsche are the two most important giants of thought in the nineteenth century and the two leading influences on contemporary thought. This course will study their lives and the predominant themes of their thought along the lines of Christian belief and Atheistic Humanism. The class will include lectures, student reports, and analyses of some of their important writings.

*John P. Rock, S.J.*

*Stuart B. Martin*

**Pl 457 Phenomenology and William James (F; 3)**

An analysis of the influence of William James' thought in the development of the phenomenological movement.

Offered Fall, 1979

*Richard M. Stevens*

**Pl 458 German Existentialism (S; 3)**

This course will study the profound analyses of modern man as expounded by the two leading figures of German Existentialism, Heidegger and Jaspers. The course will include introductory lectures, student seminar reports and analyses of some of their major writings.

Offered Spring, 1980

*John P. Rock, S.J.*

**Pl 462 Faith and Reason (F; 3)**

A study of the relation of revealed religious Faith to Natural philosophical wisdom as it has developed in Western Civilization.

Offered Fall, 1979

*Stuart B. Martin*

**Pl 472 Science and Religion (F; 3)**

The religious roots of ancient and modern scientific thought will be presented. The origins of the assumption that modern science and religion are basically incompatible will be traced, with a view toward a new understanding of their relation. Out of this new understanding, the possibility of religion's contribution to the problem of the misuse of science will be explored.

Offered Fall, 1979

*Potrick H. Bryne*

**Pl 478 The Great Conversation (S; 3)**

The history of Western philosophy viewed as a continuous story or debate, which the student must enter. After a short mini-course in practical logic, the course traces the main issues, arguments and problems of Western philosophy through Socrates, Plato, Aristotle, Plotinus, Augustine, Anselm, Aquinas, Descartes, Spinoza, Leibniz, Locke, Berkeley, Hume, Kant, Hegel, Kierkegaard, Nietzsche, Heidegger and Sartre, focusing on the role of human reason and the overcoming of skepticism.

*Peter J. Kreeft*

**Pl 481 Philosophy and Theology in Africa (S; 3)**

Since the 17th Century, African thought about the world and about God has been constrained to develop itself in dialectical interplay with strong currents impinging on it from the outside. This course will examine the major parameters of this interplay as well as the results that can be observed in the writings of contemporary African philosophers and theologians.

*Thomas J. Blokeley*

**Pl 500 Philosophy of Marxism (F; 3)**

The course lectures treat Marxism as a philosophy beginning with its roots in Hegel, and subsequently analyzing the philosophical ideas of the young Marx, and the contribution of Engels and Lenin. Finally, certain key philosophical themes such as the notion of the real and the nature of the human person will be related to the thought of current Soviet philosophers.

Offered Fall, 1979

*Frederick J. Adelman, S.J.*

**Pl 502 Pre-Marxist Russian Philosophy (F; 3)**

The course provides an historical survey of the various doctrines, insights, and trends in the pre-revolutionary Russian thought. A special attention will be given to the philosophy of Skovoroda, Chaadaev, Herzen, Dostoevsky, and Solovyov.

Offered Fall, 1979

*Joseph L. Navickas*

**Pl 509 Marx and Weber: The Origins of Society (S; 3)**

A comparison of the way in which these two men approach the question of the origin of modern society.

Offered Spring, 1980

*Dovid M. Rasmussen*

**Pl 510 Marx and Freud: The Death of Consciousness (F; 3)**

An examination of the dialectic between society and consciousness as it occurs in the work of these two men and their followers.

Offered Fall, 1979

*David M. Rasmussen*

**Pl 520 Basic Marxist Thought (S; 3)**

An examination of the development of the thought of Karl Marx from *The Economic and Philosophical Manuscripts* through *Kapital*.

Offered Spring, 1980

*David M. Rasmussen*

**Pl 525 Revolution and Counter-revolt (S; 3)**

There will be five general topics covered in the lectures: 1) Marcuse and the Neo-Marxists 2) The Modern Humanists, and the dying Liberals 3) The Problem of Methodology 4) The God Problem, 5) The Problem of Dialogue and Detente.

A term paper and a final exam are required, each counting fifty percent of the total grade. Some background in existential philosophy is required before electing this course.

Offered Spring, 1980

*Frederick J. Adelman, S.J.*

**Pl 534 Community and Law (S; 3)**

Starting from the understanding of "community" and "society" in sociological analysis, the course will move into a more radical reflection on community as an experience of liberation as well as of sociality, and from this reflection will attempt to account for the need of authority and law as the historical means for the good of communion.

Offered Spring, 1980

*Oliva Blanchette*

**Pl 538 Law, Business, and Society (F, S; 3)**

This course will attempt to give the student critical abilities to analyze the relationships which exist between the legal, economic and social spheres of our lives. Although the course will deal generally with the nature of law, its specific focus will be particular historical manifestations of legal relations. Thus, not merely law 'in general' but concrete, actual legal statutes will be subjected to analysis.

*Joseph Flanagan, S.J.*

**Pl 539 The Worldly Philosophers (F; 3)**

This course considers the philosophy of the classical utilitarians, Bentham and Mill, and other early political and economic philosophers such as Hobbes, Locke, Malthus, and Adam Smith, both on their own merits and from the viewpoint of how these thinkers influenced the economic and political thinking of the present day. The emphasis will be largely on English philosophers, and will lead up to a consideration of how these thinkers have influenced the contemporary world. No previous courses are required; the required readings are all in English.

Offered Fall, 1979

*Gerard C. O'Brien, S.J.*

**Pl 540 Education and Revolution (S; 3)**

A discussion of the origins of revolutionary action in the consciousness of oppression and in the effort to articulate common problems to be resolved by a community, and of the role of "educators" and "education" in fostering or frustrating this process. Readings will include Freire's *Pedagogy of the Oppressed*, Fanon's *The Wretched of the Earth*, Malcolm X's *Autobiography*, and others.

Offered Spring, 1980

*Oliva Blanchette*



**PI 541 America and the New Social Order (F; 3)**

The question: is America undergoing a fundamental transformation towards a new social order as the press, intellectuals, political figures and others have argued, or is it firmly anchored in traditional and classical structures of thought and activity which are strong enough to resist the impending crisis brought on by rapid social change.

Offered Fall, 1979

Dovid M. Rosmussen

**PI 542 Science and Society (S; 3)**

The course will explore the interrelation of scientific knowledge and technology, and the structures and institutions of society as found in a variety of historical and cultural settings. In particular the question of the use of scientific knowledge for good or evil in our present era will be posed.

Offered Spring, 1980

Potrick H. Byrne

**PI 545 Social Philosophy in Classical Antiquity (F; 3)**

A study of ancient man's outlook on man-in-society and the polis starting from Hesiod and other early poets or other pre-Socratic wise men down to Attic tragedy and the political philosophies of Plato, Aristotle and Cicero.

Offered Fall, 1979

Olivo Blonchette

**PI 551 Freud and Existential Analysis (F; 3)**

This course offers a philosophical analysis and comparison of the different methods of psychoanalysis developed by Freud and the existential analysts. Attention will be focused on such central themes as consciousness, freedom, responsibility, guilt.

Offered Fall, 1979

Richard T. Murphy

**PI 554 Philosophy of Poetry and Music (F; 3)**

This course will deal with the history of poetry, painting, sculpture, architecture, music and the dance. A major perspective will be the interrelation of these art forms to their respective cultural periods. Students will be encouraged to work out their own projects or to select studies on Eastern or Western Art.

Joseph Flonogon, S.J.

**PI 561 Freud and Phenomenology (S; 3)**

The course will present the chief principles and concepts belonging to the method of psychoanalysis developed by Sigmund Freud. After the close examination of his general psychological theory a philosophical critique of the Freudian method will be given from the phenomenological viewpoint. This critique will introduce a brief sketch of the phenomenological method as applied in existential analysis.

Richard T. Murphy

**PI 563 The Great Philosophers I (F; 3)**

The course is designed for philosophy majors and interested seniors. It is an attempt to provide inquisitive and historically oriented students with a full year survey of the major thinkers in the Western tradition. The principal objective of this course is to trace the development of philosophy beginning with the pre-Socratics and moving up through the medievals to the moderns.

To achieve internal unity, coherence, and continuity, the course will be organized around three central themes: 1) the effort to reconcile reality and the thought about reality, 2) the attention to different methodical procedures, and 3) the development of the idea of the ethical man.

Joseph L. Novickos

**PI 564 The Great Philosophers II (S; 3)**

This course is a continuation of the Great Philosophers I. The purpose of the present course is to exhibit philosophy as the thought of remarkable individuals, not as an integral part of cultural, social, and political life. This purpose demands more account of individual thought than is usually given by the historians. The course will emphasize the unity of one ongoing rational process, of which the individual thinkers are but "moments" in a total philosophical activity. Thus, Descartes, Spinoza, Leibniz, Hume, Kant, Schopenhauer, Nietzsche, Bergson, Husserl, and Jaspers will be singled out for a detailed examination.

Joseph L. Novickos

**PI 571 Art and Science (S; 3)**

This course will explore possible relations between the humanities and the natural sciences. Special emphasis will be given to the shift from classical to contemporary scientific theories of time and space and their artistic analogues. The course is experimental and students will be encouraged to work on personal projects.

Joseph Flonogon, S.J.

**PI 574 Approaches to Language (S; 3)**

A comparative study of the different but complementary traditions in German, French and Anglo-Saxon philosophies of language. Emphasis will be placed upon the themes of symbolic expression, underlying structural codes and the nature of the speech act. Essays by Cassirer, DeSaussure, Wittgenstein, Austin and Searle should provide a rich and varied backdrop for a discussion of the mystery of human speech.

Offered Spring, 1980

Richard M. Stevens

**PI 577 Introduction to Symbolic Logic (F; 3)**

An introduction to formal logic, designed to familiarize students with the expression of ordinary statements in symbolic form, truth-tables, validity of arguments and proofs, quantification of predicates and relations (propositional functions). The importance and limits of logical thinking will be discussed.

Potrick H. Byrne

**PI 578 Philosophy of Mathematics (S; 3)**

Prerequisite: PI 577

A study of the formal foundations of arithmetic and geometry. Besides presenting in detail principles and theorems from these two areas, this course will investigate the nature of mathematical thought operative in these presentations. The contributions of David Hilbert to the understanding of mathematical thinking will be stressed. The relation between mathematics and the sciences will also be discussed. Though no particular mathematical topics beyond high school geometry will be presupposed, familiarity with mathematical thinking will be helpful.

Offered Spring, 1980

Potrick H. Byrne

**PI 580 Philosophy of the Cinema (S; 3)**

The study of film has traditionally taken place in a closed universe of discourse unrelated to developments in the larger realm of aesthetics. This course will attempt to relate philosophical theories of interpretation — structuralism, phenomenology, psychoanalysis — to the study of film aesthetics. A series of films will be shown and discussed.

Offered Spring, 1980

Richard M. Stevens

**PI 584 The Compleat Author: C. S. Lewis (F; 3)**

Lewis wrote poetry, literary criticism, science fiction, fantasy, philosophy, theology, religion, literary history, epics, children's stories, historical novels, short stories, psychology and politics. He was a rationalist and a romanticist, a classicist and an existentialist, a conservative and a radical, a pagan and a Christian. No writer of our century had more strings to his bow, and no one excels him at once in clarity, in moral force, and in imagination: "the true, the good and the beautiful." This course is a "total immersion experience" in this remarkable man through his writings, aiming not primarily at him but at ourselves and our world seen through his eyes.

Offered Fall, 1979

Peter J. Kreeft

**PI 594 Metaphysics (F; 3)**

First philosophy, or metaphysics, is the core of philosophic activity, its subject-matter being expressed as "being as being". We will make it our task to examine all the central issues of metaphysical concern: what is being? what are the main traits of being as being? what are the main types of being? what are the fundamental operations of being as being? in what ways is being known? This systematic study will be complemented by some attention to the metaphysical principles of Aristotle, Thomas Aquinas, Nicolai Hartmann and Jean-Paul Sartre.

Thomos J. Blokeley

**PI 602 Soviet Philosophy Today (F; 3)**

Among contemporary philosophical trends, Marxism-Leninism stands out not only as the most extensive but also as the most threatened by modern developments in science and society.

We will examine its origins in the "classics of Marxism", its codification in the textbooks of the 1940's and 1950's, the 'de-Stalinisation', ending up in "peaceful coexistence" and "détente".

Emphasis will be on the Soviet ability to respond to the "scientific-technological revolution", to empirical sociology, to Freudian psychology, to East-European humanism, to dialogue and Christian renewal, as well as to more theoretical challenges; for example, from neopositivism and from neo-Marxism.

Offered Fall, 1979

Thomos J. Blokeley



## 188 / Description of Courses

### PHILOSOPHY

#### PI 605 **Revolutions in Science** (F; 3)

An historical-philosophical study of the development of our views about the physical universe and the origins of life on earth, aimed at answering the question: how and why does the scientist's picture of the world change? (No background in science or mathematics will be presupposed.)

John V. Strong, S.J.

#### PI 610 **Beyond the New Theism** (F; 3)

Seminar on Germain Grisez's new work under the same title. The heart of the book is a new and subtle argument for the existence of God. In the process of establishing each step of the argument Grisez exposes and criticizes the radically counter position: the empiricist alternative in Hume and Ayer; the critique of knowledge alternative in Kant; the absolute idealism of Hegel; post-Hegelian relativism; the language approach; existentialism. Students with adequate background as well as interest in the issue of rational evidence for the existence of God will find this new and original argument interesting and challenging.

Offered Fall, 1980

Joseph H. Cosey, S.J.

#### PI 619 **The Idea of Nature** (F; 3)

An investigation of the evolution of the concept 'nature' (and of others, like 'cosmos', which are closely linked with it), from the ancient Greeks down to the present. These concepts have always played a key role in the thinking of both scientists and philosophers; the course will emphasize how each group has drawn on the insights of the other to extend and deepen its own understanding of the world.

Offered Fall, 1979

John V. Strong, S.J.

#### PI 625 **The Problem of Self Knowledge** (S; 3)

"The unexamined life is not worth living." Socrates' proclamation forms the basic assumption of this course. However, important developments in Western culture have made the approach to self-knowledge both more difficult and more essential. Students will be invited to discover in themselves dimensions of their subjectivity which lead to resolution of fundamental issues. The work of Bernard Lonergan will serve as a guide.

Patrick H. Byrne

#### PI 650 **Russian Cultural Philosophy** (F; 3)

This course provides an historical, continuing survey of the various trends and developments in the pre-revolutionary, pre-Marxist Russian thinking. It seeks in every aspect of Russian thought the significance of culture for man and his social environment. A special attention will be given to the philosophy of Chaadaev, Lavrov, Chernyshevsky, and Dostoevsky.

Joseph L. Novickos

#### PI 701 **Plato's Sophist** (F; 3)

A graduate seminar in Plato's dialogue the *Sophist*, this course will involve a detailed study of the primary text and supplemental readings from the secondary literature.

Some knowledge of Greek (and French and German) is desirable but not absolutely essential.

Offered Fall, 1979

Lynne Bollew

#### PI 705 (CI 761) **Plato's Republic** (S; 3)

A graduate seminar in Plato's dialogue the *Republic*, this course will involve a detailed study of the primary text and supplemental readings from the secondary literature.

Some knowledge of Greek (and French and German) is desirable but not absolutely essential.

Lynne Bollew

#### PI 710 **The Sophist Tradition** (F; 3)

An investigation of the rise of higher education in Greece with special attention to the questions that Platonic philosophy intends to answer.

Hons-Georg Godomer

#### PI 711 (CI 403) **The Pre-Socratics I** (F; 3)

Reading in translation of Hesiod, *Theogony*; the fragments of the philosophers from Thales to Democritus; and, as sequel, Plato, *Timoeus*.

Offered Fall, 1979

Joseph P. Mogueire

#### PI 712 (CI 404) **The Pre-Socratics II** (S; 3)

See PI 711 (CI 403) *The Pre-Socratics I*.

Offered Spring, 1980

Joseph P. Mogueire

#### PI 714 (CI 714) **Seminar in Plato's "Laws"** (F; 3)

A study of the internal relations of the parts of the *Laws*, its relations with other Dialogues, especially *Republic* and *Statesman*, with

Aristotle's *Ethics* and *Politics*, and with Athenian law.

Offered Fall, 1979

Joseph P. Mogueire

#### PI 715 (CI 715) **Socrates** (S; 3)

A study of Plato's Socrates in the light both of relevant texts in Aristophanes, Xenophon, and the Socratics, and of Plato's own doctrines and techniques of argumentation, with a view to determining the effects of some of these techniques on our conception of Socrates.

Offered Spring, 1980

Joseph P. Mogueire

#### PI 728 **Aristotle's Physics** (F; 3)

Prerequisites: some previous and serious reading of Aristotle and a reading knowledge of a relevant language (Greek, Latin, German, French, Italian or Russian).

Now that natural science is frankly relativist and unabashedly probabilistic, how outmoded is Aristotle's cosmological vision? In the process of answering this question, we will want to look into the wealth of methodological detail to be found in this book and into Aristotle's fascinating accounts of space, time, motion, infinity, etc.

Offered Fall, 1979

Thomos J. Blokeley

#### PI 730-731 (CI 730-731) **Plato: The Early and Middle Periods** (F, S; 3, 3)

Reading (in translation) and discussion of all the Dialogues from the beginning through the *Republic*. The works will be analyzed for their own sakes, but an effort will also be made to identify new developments of thought as they appear, with respect to their bearing both on Plato's growth as a philosopher and on his relation to Socrates.

Offered 1979-80

Joseph P. Mogueire

#### PI 732 (CI 732) **Seminar in Permenides** (S; 3)

Reading (in translation) and discussion of the fragments in an attempt to reach some sort of agreement on the multiple problems (of language, meaning, coherence, motives, and effects) which beset them.

Offered Spring, 1980

Joseph P. Mogueire

#### PI 747 **Problems in Metaphysics** (S; 3)

A detailed analysis of J. Owens, *An Interpretation of Existence*. Consideration will be given to the Kantian and Post-Kantian aspects of this issue.

Offered Spring, 1980

Normon J. Wells

#### PI 748 **Social Philosophy in Hegel** (F; 3)

A study of the social dimension in Hegel's thought in the Jena writings, the *Phenomenology*, and the *Philosophy of Right*.

Olivo Blonchette

#### PI 750 **Aristotle and Hegel** (S; 3)

Despite his seeming modernity, Hegel dealt with all of the essential problems that exercised ancient thought. Our study of these two thinkers will aim at showing how Hegel's strange terminology hides the community of interests he shares with Aristotle. Our focus will be on the nature of being, the science of logic, the unity of human thought and culture, as well as the social-political concerns of these two great thinkers.

Thomos J. Blokeley

#### PI 751 **Medieval Philosophy I: Augustine to Anselm** (F; 3)

A detailed examination of the classical positions taken on Faith and reason, knowledge, God and man.

Offered Fall, 1979

Normon J. Wells

#### PI 752 **Medieval Philosophy II: Bonaventure to Ockham** (S; 3)

Continuation of the previous semester, PI 751

Offered Spring, 1980

Normon J. Wells

#### PI 755 **The Ontological Argument** (F; 3)

An examination of the famous argument for the existence of God and the criticisms it has called forth from the time of St. Anselm to the present day.

Offered Fall, 1979

Normon J. Wells

#### PI 760 **St. Thomas Aquinas** (S; 3)

An in-depth study, both historical and systematic, both synthetic and analytical, of the methodology, metaphysics, theology, cosmology, epistemology, psychology, ethics, politics, and philosophy of history of the greatest synthesizer of Biblical and classical wisdoms, of Moses, Christ, Plato, Aristotle, and Augustine.

Offered Spring, 1980

Peter J. Kreeft



**Pl 766 Medieval Epistemologies (F; 3)**

An examination of the various doctrines of knowledge proposed in the Middle Ages by Bonaventure, Aquinas, Scotus and Ockham. Attention will have to be given to the Greek background to these issues in Plato and Aristotle as well as to the role of St. Augustine therein.

Offered Fall, 1979

Norman J. Wells

**Pl 770 From Religion to Philosophy (F; 3)**

An exploration of the matrix of philosophy in the myth-centered and undogmatic religion of Greece with special attention to the Pre-Socratics and Plato.

Hons-Georg Godomer

**Pl 777 Descartes and the Cartesian Tradition (S; 3)**

A detailed analysis of the major themes of Descartes' philosophy and their impact on the Cartesian tradition.

Norman J. Wells

**Pl 780 The Perfection of the Universe According to Aquinas (S; 3)**

A study of St. Thomas' dynamic concept of perfection and of the way he applies it to the universe in his philosophy of nature and of man as well as in his theology.

Offered Spring, 1980

Oliva Blanchette

**Pl 785 Critical Issues in Hegel's Phenomenology (F; 3)**

The chief objectives of the present course are: (a) to locate the Phenomenology in the Hegelian system; (b) to identify the salient characteristics of Consciousness and Self-Consciousness, and especially those of Reason and Spirit; (c) to clarify the ambiguous and puzzling passages; (d) to re-examine the mutual implication of historicity and dialectics; (e) to investigate different forms of transition, especially the final transition from the Phenomenology to Logic.

Offered Fall, 1979

Joseph L. Novickas

**Pl 796 Seminar: Hegel's Logic I (F; 3)**

A textual analysis of the first part of Hegel's System, starting from the Logic of Being and moving into the Logic of Essence, with special attention given to the method of Hegel's thought. Open only to graduate students.

Offered Fall, 1979

Oliva Blanchette

**Pl 797 Seminar: Hegel's Logic II (S; 3)**

Prerequisite: Pl 796

Continuation of Pl 796, a prerequisite. Textual analysis of the Logic of Concept as the culmination of Hegel's Logic leading into the Philosophy of Nature.

Offered Spring, 1980

Oliva Blanchette

**Pl 799 Readings and Research (F, S; 3)**

By arrangement

The Department

**Pl 801 Thesis Seminar (F, S; 3, 3)**

By arrangement

The Department

**Pl 802 Thesis Direction (F, S; 0, 0)**

A non-credit course for those who have received six credits for Thesis Seminar but who have not finished their thesis. This course must be registered for and the continuation fee paid each semester until the thesis is completed.

By arrangement

The Department

**Pl 810 Kant's Critical Philosophy (F; 3)**

In the Critique of Pure Reason Kant defines the limits of coherent and valid thinking about experience and reality. This course will essay to present the genuine analytical and critical achievement of Kant's work. Emphasis will be placed on Kant's critical and transcendental idealism as a metaphysics of experience.

Richard T. Murphy

**Pl 826 Wittgenstein, Ryle, Austin (S; 3)**

Prerequisite: Pl 423

The major part of this course will take the form of a workshop whose aim is to provide a unified and coherent introduction into the thought of Ludwig Wittgenstein. Some possible implications of Wittgenstein's approach and method of philosophizing will be investigated by examining certain major works of Gilbert Ryle and J.L. Austin. Pl 423 or an equivalent introductory course in analytic philosophy is a desirable prerequisite.

Offered Spring, 1980

Richard T. Murphy

**Pl 828 Hegel-Heidegger (S; 3)**

An analysis and comparison of the major themes of Hegel and Heidegger.

Jacques M. Taminiaux

**Pl 830 Husserl and Transcendental Phenomenology (F; 3)**

Husserl's development of a transcendental phenomenology will be examined in relation to Kant's transcendental idealism. Then Hume's contribution to Husserl's radical subjectivism will be evaluated in light of Husserl's criticism of Kant.

Offered Fall, 1979

Richard T. Murphy

**Pl 840 Aesthetics (S; 3)**

An analysis of contemporary aesthetic theories and their application to the history of painting, music and architecture.

Offered Spring, 1980

Joseph Flanagan, S.J.

**Pl 841 The Structure of Finite Being (F; 3)**

A detailed analysis of the famous 31st Disputation of Francisco Suarez, his history of the question and his critique thereof.

Norman J. Wells

**Pl 845 Husserl and Merleau-Ponty (S; 3)**

Beginning with a description of the phenomenological method itself this course will contrast the theories of reduction formulated by Husserl and Merleau-Ponty. From this contrast will emerge the conflicting views of both philosophers on the pivotal notion of the pre-reflective consciousness or Cogito.

Richard T. Murphy

**Pl 850 Cultural Hermeneutics (F; 3)**

This course will examine the emergence and development of contemporary hermeneutical theories during the nineteenth century. The notions of "historicity" and "linguisticity" will be traced from Hegel up through Heidegger and Gadamer.

Offered Fall, 1979

Joseph Flanagan, S.J.

**Pl 855 Seminar: Heidegger I (F; 3)**

A close textual analysis of Being and Time, focusing on Heidegger's epochal insights on man, world, time and being.

Thomas J. Owens

**Pl 856 Seminar: Heidegger II (S; 3)**

This is a continuation of the fall semester seminar Heidegger I (see Pl 855), and open only to students who have participated in that course. This semester will be concerned with a consideration of selected works from Heidegger's later period.

Thomas J. Owens

**Pl 862 The Religious Thought of Kierkegaard (S; 3)**

Kierkegaard offers us new insights, new categories, original approaches to the problems of Faith vs. Reason; of Truth, of personal growth, of the encounter with Transcendence, etc. The course will be conducted partly by lecture, partly by seminar and discussion. It will study such works of Kierkegaard as Fear and Trembling, Philosophical Fragments, Concluding Unscientific Postscript and Sickness unto Death.

This course is also open to competent undergraduates with the approval of the professor.

John P. Rock, S.J.

**Pl 865 Husserl and Hume (F; 3)**

This course will offer a historical and doctrinal study of Edmund Husserl's relations to David Hume. It will show that Husserl moved away from Kant to Hume so that for the later Husserl the problem is to found the sense of the "world" in the evident intentional life of the concrete ego. It will be asked whether Husserl was any more successful than Hume in escaping transcendental solipsism.

Offered Fall, 1979

Richard T. Murphy

**Pl 880 Oriental Religions (F; 3)**

The single fundamental question of oriental religions — the question of self-identity — will be examined in its Hindu, Buddhist, Taoist, and Zen manifestations, using both primary (scriptural) sources and Western interpreters.

Offered Fall, 1979

Peter J. Kreeft

**Pl 902 Law and State in Hegel and Marx (S; 3)**

An examination of Hegel's Philosophy of Right in relationship to both Marx's early analysis of that work and his later theory of society. Also, consideration will be given to the contractual tradition and its analysis of law and state.

Dovid M. Rasmussen

**Pl 908 Marx's Early Thought (F; 3)**

The course will be a Seminar on the development of Marx's Early



## 190 / Description of Courses

### PHYSICS

Thought concentrating on the period between 1842 and 1846. Textual study will be emphasized.  
Offered Fall, 1979 *Dovid M. Rosmussen*

#### **PI 930 Critical Theory (S; 3)**

An investigation of Critical Theory as it occurs in the so-called Frankfurt School. We will examine the foundations of Critical Theory in Marx and the developments of Critical Theory in Adorno, Horkheimer and Habermas.  
Offered Spring, 1980 *Dovid M. Rosmussen*

#### **PI 933 Justice and Equality (F; 3)**

An examination of various theories of justice in the light of social theory. In addition to some of the classical theories special attention will be given John Rawls's *A Theory of Justice* along with contemporary theories of distributive justice. Some attempt will also be made to see whether such theories are relevant to our historical social reality.  
Offered Fall, 1979 *Olivo Blonchette*

#### **PI 935 Materialism, Dialectical and Historical (S; 3)**

Historical materialism, or the "materialist concept of history", is the core of Marxism. Dialectical materialism is Engel's contribution to filling out this core of Marxism. We will begin with the central categories of histomat: the forces and means of production, base and superstructure, ideology, class conflict and class consciousness, revolution and final Communism. Subsequently, we will deal with the main categories of diamat; matter, the dialectic, contradiction and contrariety, evolution and the leap, space and time, and knowledge as reflection of being. We will see how these themes emerge at the various stages of the development of Soviet philosophy and in the thought of less orthodox Marxists (e.g., Lukàcs, Korsch, Reich, Habermas, Garaudy).  
Offered Spring, 1980 *Thomos J. Blokeley*

#### **PI 936 Capital: Volume I (F; 3)**

A seminar on Volume One of Copitol. The course will concentrate both on the methodology of Copitol and the significance of the work for social philosophy.  
*Dovid M. Rosmussen*

#### **PI 950 Social Phenomenology (S; 3)**

An examination of the phenomenological tradition of social thought as it is represented by the problems of the later Husserl and as it is developed by Alfred Schutz.  
Offered Spring, 1980 *Dovid M. Rosmussen*

#### **PI 953 Modern Social Philosophy (F; 3)**

The course will concentrate on the foundations of social philosophy in modern thought. The five traditions that inform modern social thought will be examined, namely, the contractual, the empirical, the utilitarian, the idealistic and the dialectical.  
Offered Fall, 1979 *Dovid M. Rosmussen*

#### **PI 961 Seminar: Bioethics (S; 3)**

A critical examination of the relation between technology and medicine and its ramifications in health care with special concentration on issues where this relation seems most crucial, such as specialization, transplant surgery, experimentation and health care management.  
Offered Spring, 1980 *Olivo Blonchette*

#### **PI 965 Ethical Theory (S; 3)**

A critical examination of the ethical theories of Plato, Aristotle, Augustine, Aquinas, Kant and Scheler.  
Offered Spring, 1980 *Joseph Flonogon, S.J.*

#### **PI 966 De Anima: Aristotle and Aquinas (F; 3)**

The issue is rational psychology and the thesis is that nowhere was it better developed than in the work of "the Philosopher" and his main medieval commentator. We will concentrate on Aristotle's book on the soul and on Aquinas' similarly named work. Seminar work will be done on the nature of the soul, its functions, its destiny; as well as on what has become of all these questions in the centuries since the heyday of rational psychology.  
Offered Fall, 1979 *Thomos J. Blokeley*

#### **PI 970 Logic and World (S; 3)**

Kant, Husserl, and the early Wittgenstein saw in logic the "key" to an insight into the essential structure of the world. Their appeal to

logic as "mirror of the world" will be examined and evaluated. Then, an over-all critique will undertake to assess the feasibility of a transcendental logic. Some acquaintance with the three philosophers mentioned, especially Kant, would be helpful, but is not an absolute prerequisite.

Offered Spring, 1980

*Richard T. Murphy*

#### **PI 973 Problems in Metaphysics (F; 3)**

An examination of contemporary positions on Existence and Being in the light of the history of metaphysics in Western Philosophy.

Offered Fall, 1979

*Normon J. Wells*

#### **PI 979 The Materialist Conception of History (S; 3)**

The materialist conception of history succeeded the idealist conception of history which, in turn, had displaced the Christian vision. We will examine — in a seminar format — the various dimensions of the "turn to history" in the neo-Augustinianism of the late Middle Ages, in various Renaissance thinkers (the "utopians"), in some "pre-modern mystics", in German idealism, in neo-Kantianism and, finally, in Marxism and neo-Marxism.

Offered Spring, 1980

*Thomos J. Blokeley*

#### **PI 999 Doctoral Continuation**

All students who have been admitted to candidacy for the Ph.D. degree are required to register and pay the fee for doctoral continuation during each semester of their candidacy. This registration entitles them to the use of university facilities (library, etc.) and to the privilege of auditing informally (without record in the graduate office) courses which they and their advisors deem helpful. Tuition must be paid for courses formally audited or taken for credit.

## Physics (Ph)

Courses numbered below 200 are introductory courses directed generally at non science majors or A.B. physics majors. These courses have no prerequisites and utilize no mathematics beyond ordinary college entrance requirements. Introductory physics courses may be used to fulfill the university science core requirement. The courses Ph 211-212 Introduction to Physics I, II (Calculus) and Ph 203-204 Introductory Physics Laboratory I, II are required of all B.S. science majors. Courses numbered above 301 are advanced offerings primarily for physics majors. A dagger (†) after a course number denotes a one-credit, five-week mini-course. Any three mini-courses (but not one-credit labs) taken during the same academic year serve to fulfill one semester of the science core requirement.

### Introductory Courses (Core)

#### **Ph 111-112 Physics for the Curious I, II (F, S; 3, 3)**

This course is designed to introduce the non-technically oriented student to physics. The scientific view of the world and the process by which physical laws are discovered will be examined with a historical perspective. The impact on society and upon methods of thought and investigation of such great scientific ideas as Galileo's conception of motion and Einstein's theory of relativity will be broached. Areas of study include the microcosm of atoms and particles, planetary motion and structure of the solar system, the super macrocosm of stellar media, the modern conception of light, radiation and lasers. Recommended laboratory (optional): Ph 101-102.

*Boldossore DiBortolo*

#### **Ph 115-116 Structure of the Universe I, II (F, S; 3, 3)**

An introductory course directed at non-science majors. Physical principles are developed and applied to our space and astrophysical environment. Topics include: structure and evolution of the solar system; physics of the sun and planets; space discoveries; creation and structure of stars and galaxies; relativity and cosmology; extra-terrestrial life; astronomical concepts.

*Michael Heinemenn*

#### **Ph 121† Horizons in Space**

Startling recent discoveries have been made throughout the solar system, and beyond. This course will deal with the latest information on: the sun (solar flares, prominences, the corona); interplanetary space (the solar wind and structure); the earth (the magneto-



sphere and auroras); comets; satellite exploration of the planets. Spectacular and prize-winning films and slides of the aurora and the sun will be shown. Three hours per week for five weeks.

**Ph 122† Concepts of Einstein's Relativity**

The empirical facts supporting Einstein's theories of relativity will be discussed and their implications on the nature of space and time contrasted with intuitive notions. There will be little mathematics used in the course beyond simple algebraic manipulations. Paradoxes and cosmological implications of relativity will be explored. Three hours per week for five weeks.

**Ph 123† What is Matter?**

This course consists of a series of lectures and demonstration experiments which present the theory and data that have led to the modern view of matter. The impact of this change on contemporary thought will be explored. Three hours per week for five weeks.

**Ph 126† The Greek View of Nature**

A survey of the origins and foundations of the Western spirit of natural philosophy. The pre-Socratic monists and pluralists; the problem of permanence and change, the one and the many. The syntheses of Plato and Aristotle. Fragmentation of the sciences; Hellenistic and Alexandrian science through Ptolemy. Three hours per week for five weeks.

**Ph 127† Physical Science in the Middle Ages**

A survey of the rich tradition of science before 1500. Medieval Arab science. The rediscovery of classical Greek science. The ascendance and influence of Aristotle. Scholastic science; Roger Bacon, Oresme, Buridan, Nicholas of Cusa. Precursors of modern science; medieval mechanics, impetus theory. Three hours per week for five weeks.

**Ph 128† Science and Civilization in China**

A survey of the development of a view toward natural phenomena in a non-western civilization. The course will cover major aspects of Chinese science, and its relation to Chinese civilization generally, in the classic historical periods, from the Chou, through the Han, Tang, and Sung dynasties, up to current developments in the People's Republic. Comparisons will be made with western science and thought. Three hours per week for five weeks.

**Ph 130 Ideas of 20th Century Physics (F; 3)**

A course for non-science majors who wish to become conversant with some of the leading ideas in contemporary science that have had a major impact on the modern world, presented in a way that a non-mathematically inclined student can understand. Some of the topics covered include the new ideas of space and time in Einstein's relativity, the non-intuitive concepts of causality in quantum physics, applications of these to atomic physics, nuclear weapons and nuclear power, and the highly exciting new discoveries and theories in space, such as pulsars, quasars, and black holes.

Robert L. Becker

**Ph 131 Conceptual Development of Western Science (F; 3)**

A course for students who do not necessarily have a professional interest in science. The main focus of the course is an exposition of the principal concepts that define modern physical science. These concepts are studied in terms of their grounding in natural philosophy and in terms of their relation to the overall cultural setting of western civilization. Also, western science is viewed as one particular world view and description of nature, with reasonable alternatives. Historically, special emphasis will be placed on the Greeks, the rediscovery of Classical thought in the 13th century, and on the Scientific Revolutions of the 17th and 20th centuries.

Rein A. Uritom

**Ph 132 The Art of the Scientist: A Quest for Understanding the Physical Universe (S; 3)**

The nature of physical theories, their philosophical foundations and their evolution will be the major themes of this course. The basic concepts of Classical Mechanics, Field Theory, Relativity Theory, and Quantum Mechanics will be presented and developed as needed. The same will be true of the mathematical and philosophical aspects of the subject. The emphasis of the course will be on the art of the sciences rather than on their techniques. No specialized prerequisites apply to this course.

Solomon Schwebel

**Ph 138 Science and Theology**

A study of the interrelationships existing between man and nature and God and nature, as conceived by the scientist and by the theologian. Scientific theories of the origin and continuing existence of the universe will be related to the nature and action of a Supreme Being on a material world. Coordination of physical and theological concepts will be achieved through the use of elementary logical and metaphysical principles.

**Ph 168 Physical Principles in Medical Technology and in the Delivery of Health Care (S; 3)**

A course primarily designed for students in the School of Nursing consisting of an examination of physical principles of instrumentation and practices commonly employed in medicine, such as traction, blood circulation, fluid pumps, suction and drainage, temperature measurements, optics of the eye, ultrasound, display instruments including graphic recorders and cathode ray tubes, electrocardiography and pacemakers, X-ray and nuclear radiation. Demonstration of medical instruments. Films on relevant topics will be shown.

Joseph H. Chen

**Ph 171-172 Energy and the Environment, a Technoscientific Perspective I, II (F, S; 3, 3)**

A course primarily for non-science majors in which the cultural, historical and scientific origins of our contemporary technological society are explored; the fundamental principles of energy utilization examined; and the impact of technology on resources and the environment studied. Emphasis is on the people and processes of science-technology, and on the fundamental limitations to the availability of energy as a background to the investigation of problems of population, resources, and pollution. Three lectures per week.

Gabor Kolman

**Ph 175-176 Physics and Perception I, II (F, S; 3, 3)**

This course is designed for anyone curious of how our senses work, with the main emphasis on seeing (the eye) and hearing (the ear). Topics in physics that are relevant to understanding various aspects of visual and audio perception are developed in context. As the student's knowledge develops, we will be able to explain how numerous natural phenomena and technological inventions work, e.g., rainbows, mirages, auroras, moon illusion, fluorescent lamps, lasers, radio, stereo, television, cinema, cameras, etc. Students will be encouraged to ask "how things work". Laboratory experiments will often use the student as subject to measure such perceptual responses as depth perception, light discrimination and flicker, color vision, audio response, etc. The course is of particular relevance to psychology majors. Three lectures per week, with sixteen 2 hour laboratories throughout the year. Lab fee: \$25.00.

Robert H. Eother

**Ph 183-184 Foundations of Physics I, II (F, S; 3, 3)**

An introduction to the principal concepts of classical and modern physics. Elementary algebra is used in this course but emphasis is on physical understanding rather than mathematical manipulation. Topics include mechanics, electricity and magnetism, heat, sound, optics, and some revolutionary 20th century ideas in relativity and quantum physics and their application to the subatomic world. Recommended Laboratory (optional): Ph 101-102.

Robert L. Becker

**Ph 199 Special Projects (F; S)**

Individual programs of study and research under the direction of physics faculty members. Credits and requirements by arrangement with the approval of the chairperson.

The Department

**Ph 211-212 Introduction to Physics I, II (Calculus) (F, S; 4, 4)**

Prerequisite: Mt 100-101 (may be taken concurrently).

First Semester: An introduction to classical mechanics, including Newton's laws, energy, angular motion, oscillations and gravitation; wave motion, acoustics, the kinetic theory of gases and thermodynamics. Second Semester: The fundamentals of electricity and magnetism, electrical and magnetic properties of matter, electromagnetic oscillations and waves, geometrical optics and optical instruments, the wave properties of light, and selected topics in modern physics. Four lectures per week. Recommended laboratory (optional): Ph 203-204.

Francis Liuimo, S.J.

John Kinnier, S.J.

Francis McCoffrey

The Department



## 192 / Description of Courses

### PHYSICS

#### Electives (General)

##### **Ph 213 Introduction to Physics III (Modern Physics) (F; 3)**

Prerequisite: Ph 211-212 or equivalent.

A continuation of Ph 211-212, developing the fundamentals of modern physics; special relativity, the wave-particle duality, quantum description of a particle, the structure of simple and complex atoms and of molecules, solids and nuclei, elementary particles. (Not intended for B.S. physics majors who are expected to enroll in Ph 321-322.)

Robert L. Becker

##### **Ph 225 Current Problems in the Environment**

Prerequisite: Ph 171-172 or permission of the instructor.

A seminar course on current environmental problems such as nuclear reactor safety, the environmental impact of increased coal utilization, and offshore oil exploitation. Enrollment limited to 20 students.

##### **Ph 230 Biomedical Measurements and Instrumentation (F; 3)**

Prerequisite: Mt 100-101 and one year of physics.

A course designed for students in the Pre-Medical program. Selected topics in physics including electricity are reviewed and developed for the purpose of making direct applications. Topics include electronics and electronic devices, measurement of physiological variables such as bioelectric potentials, blood pressure and flow, heart sounds, ECG, temperature, gas exchange and distribution, cardiac pacing and irregularities. X-ray and radioisotope instrumentation is also discussed.

Joseph H. Chen

##### **Ph 301 Introduction to the Principles and Techniques of Photography (F, S; 3, 3)**

This course is designed to provide students in the arts, sciences and humanities with a working knowledge of photographic techniques and of the use of photography as a medium for artistic expression. It covers the techniques for utilization of common photographic equipment and materials as well as photography's historical origins and physical fundamentals. Practical experience in darkroom procedures and in the utilization of various types of photographic apparatus is provided through laboratory exercises. No previous background in science or math is required. Enrollment limited. Two lectures and one laboratory period per week. Lab fee: \$50.00.

George J. Goldsmith

#### Laboratory Offerings

##### **Ph 101-102 Basic Laboratory I, II (F, S; 1, 1)**

A course which provides laboratory demonstration of physical principles and demands minimal use of mathematics in interpreting the results of experiments or demonstration experiments. One two-hour laboratory period per week. Lab fee: \$25.00.

##### **Ph 203-204 Introductory Physics Laboratory I, II (F, S; 1, 1)**

A laboratory course which provides an opportunity to perform experiments on a wide range of topics in mechanics, electricity and magnetism, optics, acoustics, heat, and modern physics. One two-hour laboratory period per week. This lab is intended for students in Ph 211-212. Lab fee: \$25.00.

Francis McCoffrey

##### **Ph 405-406 Physics Laboratory I, II (F, S; 1, 1)**

Selected experiments in atomic, nuclear and solid state physics, electronics, and spectroscopy designed to familiarize the student with experimental methods. Primarily for physics majors. Others may be admitted with permission of the instructor. One laboratory period per week. Lab fee: \$50.00.

The Department

##### **Ph 505-506 Experimental Physics I, II (F, S; 1, 1)**

A continuation of Ph 406 with emphasis on contemporary physics problems. Primarily for senior physics majors. Others may be admitted with permission of the instructor. One laboratory period per week. Lab fee: \$50.00.

The Department

#### Electives (Primarily for Majors)

##### **Ph 321 Introduction to Relativity and Quantum Physics (F; 4)**

A study of the structure of matter according to quantum principles: thermal radiation and Planck's postulate; photon properties; relativ-

ity; wave-particle duality; the Bohr atom; introduction to wave mechanics; simple solutions to the Schroedinger equation.

John Kinnier, S.J.

##### **Ph 322 Introduction to Thermal and Statistical Physics (S; 4)**

A study of the structure of matter according to classical and quantum principles: basic probability concepts; the application of statistical ideas to systems of particles in equilibrium; the interrelation of atomic concepts and general macroscopic thermodynamics; methods of statistical mechanics and applications to simple systems.

John Kinnier, S.J.

##### **Ph 332 Optics (S; 3)**

A treatment of geometrical, physical, and modern optics, with emphasis on the latter areas including applications. Optical systems, Fraunhofer and Fresnel diffraction, interference, polarization, Fourier transform spectroscopy, holographs, and lasers. Two lectures and one laboratory per week.

George J. Goldsmith

##### **Ph 399 Scholar's Project (F; S)**

Reserved for physics majors selected as Scholars of the College. Content, requirements, and credits by arrangement with the approval of the chairperson.

The Department

##### **Ph 401 Mechanics (S; 4)**

Classical mechanics, relativity, and applications at the intermediate level. Statics and dynamics of a rigid body in a plane. Motion in a central field. Accelerated reference frames. Rigid body in three dimensions; the top. Small oscillations, normal coordinates. Wave motion. Generalized coordinates; Lagrange's and Hamilton's equations.

Rein A. Uritom

##### **Ph 402 Electricity and Magnetism**

Electricity and magnetism at the intermediate level. Electrostatics; Laplace's equation. Magnetostatics. Maxwell's equations; electromagnetic waves. Electron theory; dispersion; theory of the dielectric constant. Electromagnetic radiation.

##### **Ph 411 Atomic and Molecular Physics (F; 4)**

A course at the intermediate level: Simple and multi-electron atoms; Schrodinger equation; Pauli principle; atomic spectra, Zeeman and Stark effects; selection rules; X-rays; molecular physics.

Rein A. Uritom

##### **Ph 412 Nuclei and Particles (S; 4)**

A course at the intermediate level: Structure of the nucleus. The neutron; the deuteron. Alpha decay; beta decay. Nuclear models. Nuclear reactions; collision theory. Nuclear forces. High energy physics; systematics and properties of elementary particles; symmetries.

Robert L. Becker

##### **Ph 421 Molecular Structure and Spectra**

This course will present a treatment of the electronic, vibrational and rotational spectra of molecules and will relate these spectra to the symmetry and structure of these systems. This treatment will include both absorption and emission of radiation, selection rules, and Raman scattering. Elements of chemical kinetics of simple molecules will also be presented.

##### **Ph 425 Introduction to Solid State Physics (F; 3)**

Prerequisite: Mt 100-101; one year of physics.

A survey of solid state physics, including: crystal structure; phonons and lattice vibrations; band theory; thermal, optical, electrical and magnetic properties of solids. Physical characterization of materials. Open to all science majors.

Joseph H. Chen

##### **Ph 432 High Energy Physics**

A course that surveys the historical and conceptual development of ideas about the subnuclear realm. Topics include kinematics of high-energy reactions, particle properties and schemes of systematizing particles, invariance principles and symmetries, selection rules, interaction types, especially the weak and strong. Special relativity will be developed as needed.

##### **Ph 480 Introduction to Mathematical Physics (S; 3)**

Determinants, matrices and their application to the solution of linear differential equations. Other areas to be studied are: complex variables, Fourier series, Laplace and Fourier transforms.

Prodip M. Bokshi



**Ph 515 Physics of Fluids**

Prerequisite: Mt 300-301 or equivalent

This course is intended to expose the student to non-linear phenomena and properties of continuous media. Elements of fluid dynamics, compressible flow, acoustics, shock waves; Navier Stokes equation; hydromagnetism.

**Ph 525 Plasma Physics (F; 3)**

Introduction to the problems, methods and concepts of plasma physics. Applications to controlled fusion research and space and astrophysical situations. Particle motions, fluid and kinetic models. Equilibrium and stability of plasma configurations. Plasma waves. Radiation from plasmas. Robert L. Corovillono

**Ph 535-536 Projects in Experimental Physics I, II (F, S; 3, 3)**

Prerequisite: permission of chairperson.

Individual research problems in atomic, nuclear, and solid state physics. Advanced studies in the application of contemporary techniques to experimental physics. One lecture and two laboratory periods per week. Lab fee: \$50.00. The Department

**Ph 599 Readings and Research in Physics (F; S)**

Individual programs of study and research for advanced physics majors under the direction of a physics faculty member. Credits and requirements by arrangement with the approval of the chairperson. The Department

**Ph 610 Coherent Optics and Lasers (S; 3)**

A course at the advanced undergraduate and graduate level; Huygen's principle, Fourier transforms, array theorem, image formation and impulse response, resolution, the transfer function, diffraction and interference with partially coherent light, image formation with coherent light, coherent optical data processing, holography, various types of lasers and their applications. Joseph H. Chen

**Ph 615 Astrophysics and Cosmology**

The overall structure of the Universe: galaxies, clusters, stars. Outlines of general relativity. Principles of stellar evolution. Hydrostatic equilibrium, radiative transfer, nuclear processes. Late phases of stellar evolution: White dwarfs and neutron stars. Black holes. Pulsars. Galactic structure. Quasars. Cosmological theories and their tests. Gabor Kolmon

**Graduate Courses****Ph 700 Physics Colloquium (F, S; no credit)**

A weekly discussion of current topics in physics. No academic credit; no fee.

**Ph 707-708 Physics Graduate Seminar I, II (F, S; 1, 1)**

Discussion of special problems and topics from the current literature. Joseph H. Chen

**Ph 711 Classical Mechanics (F; 4)**

Lagrange's and Hamilton's equations; principle of Least Action; invariance principles; rigid body motion; canonical transformations; Hamilton-Jacobi theory; special theory of relativity; small oscillations; continuous media. Prodi M. Bokshi

**Ph 721 Statistical Physics I (S; 3)**

The classical laws and concepts of thermodynamics with selected applications; kinetic and statistical basis of thermodynamics; H-Theorem; the Boltzmann transport equation; transport phenomena. Gabor Kolmon

**Ph 722 Statistical Physics II (F; 3)**

Fundamental principles of classical and quantum statistics; kinetic theory; statistical basis of thermodynamics; selected applications. Solomon Schwebel

**Ph 732 Electromagnetic Theory I (S; 4)**

Physical basis for Maxwell's equations; electrostatics and magnetostatics; multipole moments; energy and momentum conservation for the electromagnetic field; wave phenomena; point charge motion in external fields. Robert L. Corovillono

**Ph 733 Electromagnetic Theory II**

Radiation theory; gauge choices and transformations; Lienard-Wiechert potentials; dispersion and scattering theory; special theory of relativity; covariant electrodynamics; spin and angular momentum of the electromagnetic field; selected applications.

**Ph 741 Quantum Mechanics I (F; 4)**

Fundamental concepts; bound states and scattering theory; the Coulomb field; perturbation theory; angular momentum and spin; symmetry and the Pauli principle. Rein A. Uritam

**Ph 742 Quantum Mechanics II (S; 4)**

Interaction of radiation with matter; selection rules; second quantization; Dirac theory of the electron; scattering theory. Rein A. Uritam

**Ph 799 Readings and Research in Physics (F, S; credits by arrangement)**

By arrangement The Department

**Ph 801 Physics Thesis Research (F, S; 3, 3)**

A research problem of an original and investigative nature. By arrangement The Department

**Ph 802 Physics Thesis Direction (F, S; 0, 0)**

A non-credit course for those who have received six credits for Thesis Research but who have not finished their thesis. This course must be registered for and the continuation fee paid each semester until the thesis is completed. By arrangement The Department

**Ph 810 Techniques of Experimental Physics**

An advanced laboratory course in contemporary methods and procedures of experimental physics. Specific projects are undertaken in the area of optics, solid state electronics, spectroscopy, microwaves, ferroelectricity, shock wave techniques, flash photolysis, Mössbauer spectroscopy, thin film, and vacuum technology. Six hours per week by arrangement.

**Ph 835 Mathematical Physics I (F; 3)**

Matrix algebra, linear vector spaces, orthogonal functions and expansions, boundary value problems, introduction to Green's functions. Solomon Schwebel

**Ph 836 Mathematical Physics II (S; 3)**

Green's functions, complex variables, linear operator theory and other topics. Solomon Schwebel

**Ph 847 Solid State Physics (S; 3)**

Periodic structures of solids, lattice waves, electron states, electron-electron interaction, transport properties, optical properties, the Fermi surface, magnetism and superconductivity. Boldossore Di Bortolo

**Ph 860 Plasma Physics (F; 3)**

Basic concepts of plasma physics; Debye length and plasma oscillations; ionized fluid flow equations; the hydromagnetic approximation; Alfvén waves; selected applications of astrophysical and geophysical importance. Gabor Kolmon

**Ph 870 Space Physics**

A selection of current research topics in space physics, such as: magnetospheric structure; the aurora; wave-particle interactions; principles of convection and reconnection; magnetospheric-ionospheric coupling.

**Ph 880 Astrophysics**

Summary of observed stellar properties. Principles of the evolution of stars. Energy generation, radiative transfer, hydrostatic, equilibrium. Late phases of stellar evolution: white dwarfs, neutron stars. Radio emission from the sun and pulsars. Plasma astrophysical problems.

**Ph 930 Advanced Topics in Solid State Physics**

Prerequisite: Ph 847 or the equivalent.

The topics studied depend upon the interests of the students.

**Ph 950 Group Theory (S; 3)**

Basic concepts; point symmetry groups; continuous groups; selected applications in quantum and elementary particle theory. Prodi M. Bokshi



## 194 / Description of Courses

### POLITICAL SCIENCE

#### **Ph 970 Quantum Mechanics III**

Formal theory of scattering of Dirac particles; quantum electrodynamics; S-matrix theory, generalized symmetry principles and conservation laws.

#### **Ph 975 Many Body Physics**

An introduction to the methods and basic physical processes in many body physics. Emphasis is on the comparison of various physical systems and on modern approximation methods. Noninteracting and interacting Fermi and Bose systems; electron gas, nuclear matter, etc.; superconducting Fermi systems; response functions; many body Green function methods.

#### **Ph 980 Elementary Particle Physics**

Properties and systematics of elementary particles; scattering, decays, resonances. Symmetry principles, classification schemes; theory of strong, weak and electromagnetic interactions, dispersion relations, field theory and recent developments.

#### **Ph 990 Topics in Physics**

Topics in theoretical or experimental physics. This course will be given in accordance with the current research interests, activities and needs of the students and faculty of the Department.

#### **Ph 992 Advanced Topics in Mathematical Physics**

Emphasis will be on systematic development of mathematical techniques, with wide-ranging applications to important physical problems serving to illustrate the underlying essential common features. Particular topics to be covered will depend on the interests of the audience.

#### **Ph 999 Physics Doctoral Continuation**

All students who have been admitted to candidacy for the Ph.D. degree are required to register and pay the fee for doctoral continuation during each semester of their candidacy. This registration entitles them to the use of the university facilities (library, etc.) and to the privilege of auditing informally (without record in the graduate office) courses which they and their advisors deem helpful. Tuition must be paid for courses formally audited or taken for credit. Doctoral candidates must enroll each semester.

## Political Science (Po)

### Core Courses: Introductory

Students may take only one of these sequences.

#### **Po 021-022 American Government (F, S; 3, 3)**

This course is an extended treatment of the essentials of American Government (national, state, local), and of selected policy issues. Counts toward core requirement.

Not Offered 1978-79

Kay Schlozman

#### **Po 024 Politics and Government in America (S; 3)**

This course will serve as an introduction to American national political structures and processes. Topics covered include political parties, pressure groups, Congress, the Presidency, the bureaucracy and the Supreme Court. Attention will be given to contemporary political developments as they illustrate typical patterns of American politics. Note: Not open to students who have taken Po 061.

Kay Schlozman

#### **Po 041-042 Fundamental Concepts of Political Science (F, S; 3, 3)**

Introduction to the study of government systems, basic political concepts and political science as a scholarly discipline. For majors only. Counts toward core requirement.

Christopher J. Bruell

Marvin Rintala

Marc Landy

Donald J. Maletz

David Ray

The Department

#### **Po 061 Perspectives on American Democracy: The Organization Of Power (F; 3)**

Po 061 and 062 are designed as a year-long sequence providing a complete and integrated introduction to the workings of American politics; however, either semester course may be taken separately if

desired. Po 061 analyzes the American political system with particular attention to how constitutional structure and procedure operate to allocate power and influence among competing interests in society. Stress is on those aspects of the system that make it work the way it does, and on the moral pro's and con's of both process and results. Counts toward core requirement. David R. Manwaring

#### **Po 062 Perspectives on American Democracy: Major Issues of Public Policy (S; 3)**

Public policies in selected areas (including monopoly control, labor-management relations, protection and promotion of civil rights, land and water management, social welfare, delivery of health and education services) will be surveyed. Examination of cultural, social and political factors will attempt to demonstrate how public policies are defined, resolved and administered, and by whom. For non-majors. Counts toward core requirement. The Department

#### **Po 071 Political Classics (F; 3)**

A one-semester introduction to the study of political matters through the careful analysis and discussion of several outstanding writings, ancient and modern. Special emphasis is given to the problem of determining the nature, aim and forms of political community. Readings will be drawn from Plato, Shakespeare, Machiavelli, Bacon, Locke, Lincoln, Marx, Churchill, Orwell. The class will divide into small discussion sections on Fridays. Counts toward core requirement. Non-majors only. David Lowenthal

## Special Undergraduate Courses

#### **Un 201 Urban Affairs Symposium (S; 3)**

*Prerequisite:* Completion of one of the following or their equivalent: Ec 394, Hs 565, Po 311, Sc 175.

This course provides the core of the Urban Affairs concentration and is required of those students in the program. The purpose of the course is to bring together students, faculty, and practitioners, from a wide variety of disciplines and endeavors, to address the problems currently facing our metropolitan centers. Problems such as urban unemployment and poverty, political fragmentation, housing and transportation will be considered. Such problems shall emerge and response will be designed in the context of a "gamed" environment in which students take on roles and actions which a simulated city would require. Through the use of gaming simulation techniques in conjunction with the usual lectures and discussion groups the integrated and "interdisciplinary" nature of urban phenomenon will emerge. Hopefully, solutions to urban difficulties which remain hidden from the restricted vision of single disciplines will appear.

The Department

Martin Lowenthal

Allen Wakstein

#### **Po 281 or 282 Individual Research in Political Science**

(F or S; 3, 3)

One semester of research under the supervision of a member of the department and culminating in a long paper or some equivalent. The permission of teacher desired must be solicited. The Department

#### **Po 291-292 Senior Honors Program in Political Science (F, S; 3, 3)**

A year of individual research, culminating in a thesis. For selected seniors. Time to be arranged jointly by each student and his or her advisor. The Department

## For Non-Matriculating Students Only!

#### **Po 371-372 Women in Political and Governmental Careers**

(F, S; 3, 3)

A continuing education year-long program designed to encourage and educate women in the intricacies and realities of the political world and to learn the skills necessary to seek appointive or elective office and employment in local, state or national government. A special program open to non-matriculating students only.

Betty Taymor

## UNDERGRADUATE ELECTIVES

Undergraduate seminars, listed at the end of each of the four fields, meet once a week and are limited to twenty students, primarily juniors and seniors.



## American Politics

### Po 302 American National Government (S; 3)

This is a survey of American national government and politics. Among the topics treated are: the constitutional founding, Congress, the Presidency, the Supreme Court, political parties and elections, and civil liberties and equality. An intensive core course; not open to freshmen.

Robert Scigliano

### Po 303 The Modern Presidency (F; 3)

An investigation of the development of the Presidency in the Twentieth Century. Special attention will be given to the manner in which the activist presidents from Teddy Roosevelt to Jimmie Carter have attempted to reconcile the role of domestic steward with that of world leader.

Note: Not open to students who have taken Po 304. Marc Landy

### Po 304 American Presidency (S; 3)

An examination of the American Presidency in the views and actions of major Presidents; in electoral politics; and in relations with Congress, the courts, and the executive bureaucracy. Special attention will be given to an analysis of styles of Presidential leadership. Note: Not open to students who have taken Po 303.

Offered 1979-80

Robert Scigliano

### Po 305 State and Local Government (F; 3)

Analysis of state constitutions; legislative, executive, and judicial organization and procedures; political parties, political interest groups and elections; state-local government relations; personnel, finance, and major functions.

Offered 1979-80

Gary P. Brazier

### Po 307 American Parties and Elections (F; 3)

A general survey of American political parties and elections. Investigation of such topics as minor parties, the life and death of party machines, the role of the media in political campaigns, the importance of money in politics, and changing political commitments and alignments will entail consideration of the issues, personalities and campaign tactics involved in recent elections. Emphasis will be placed upon the election as a form of democratic control and the role of parties in the functioning of democracy.

Kay Schlozman

### Po 308 Public Administration (S; 3)

This is a general survey of the theory and practice of administration in the public sector. Among the topics treated are: theories of organization and administration, leadership, communication, budgeting, administrative law, personnel practices, and public unionism. Special emphasis will be placed upon encouraging the student to develop an understanding of the problems and potential of administration in public organizations.

Offered 1979-80

The Department

### Po 309 The Legislative Process (F; 3)

This course examines the policy making process in American legislatures. It focuses primarily on the U.S. Congress. The course attempts to assess the impact of the following factors on the legislative process: committee structure, interest groups, individual personality, established procedure, legislative elections, legislative staff, the Executive, and party leadership.

David Ray

### Po 310 Politics and the Administration of Justice (S; 3)

Intensive treatment of legal, political and moral issues in the American system of criminal justice, with particular emphasis on the constitutional rights of criminal defendants and various factors (congestion, plea-bargaining, etc.) which affect the viability of those rights. A discussion section will be run for graduate students, given sufficient demand. Not open to students who have taken Po 313-314.

David R. Manwaring

### Po 311 Urban Politics (F; 3)

This is a general survey of the political institutions, decision-making processes, and public policies of urban areas. Among the topics treated are: the economic and political development of the urban community; the nature of political cleavage and conflict in urban areas; the institutions and decision-making processes of urban governments; the public policies of the cities; and, an assessment of political alternatives for the governing of urban areas.

The Department

### Po 312 Topics in American Politics: The President, Congress and the War Power (S; 3)

A study of the role of the President and Congress in foreign policy, particularly with respect to the use of military force. The course considers the intention of the Founding Fathers and political practice from the late eighteenth century to the present.

Robert Scigliano

### Po 313 Political Life in American Democracy (F; 3)

This course will consider the political life of the ordinary American citizen focusing upon such questions as how citizens learn about the political system, how they participate in political life and what they think about political issues. Attention will be given to the special concerns and approaches of certain politically relevant social groups such as students, blacks, women, and white workers. Special emphasis will be placed on the question of how much difference the preferences and opinions of ordinary citizens should and do make in American democracy.

Not offered 1978-79

Kay Schlozman

### Po 319 National Security Policy (F; 3)

An analysis of basic security policy issues facing the United States in a nuclear world, with specific reference to such contemporary matters as current nuclear strategic policy, arms limitation, American military commitments abroad, and the relationship of the military to a democratic society. (Fulfills departmental distributional requirement in either American or International Politics.)

Donald L. Hafner

### Po 320 Debates on Civil Liberties (S; 3)

Instructors will debate policy alternatives in the area of church-state relations, freedom of speech and press and defendant's rights. Historical, legal and philosophical materials are used to explicate these issues. Particular attention is paid to problems raised by school prayers, aid to church schools, obscenity, revolutionary political groups, and police interrogation and surveillance. A discussion section will be run for graduate students. Intensive core course; not open to freshmen.

Not offered 1978-79

David Lowenthal

David R. Manwaring

### Po 321 American Constitutional Law (F; 3)

The evolution of the American Constitution through Supreme Court decisions is studied, with emphasis on such topics as judicial review, federalism, the national commerce power, due process of law, and civil liberties.

David R. Manwaring

### Po 324 Politics of Administration (S; 3)

This course will be devoted to an examination of the politics of public organization and administration at the level of American national government. Special consideration will be given to the political relationships involving the President, federal agencies, Congress, and private interest groups. An underlying theme of the course will be an assessment of the political problems inherent in policy implementation, policy change, and accountability in the federal bureaucracy.

The Department

### Po 325 Intergovernmental Relations (F; 3)

An analytical survey of theories, institutions, and forces that shape the distribution and utilization of governmental power within the United States federal system. Particular attention given national-state-local relations and the emerging problems of area and administration.

Offered 1980-81

Gary P. Brazier

### Po 327 Politics and Policies in Metropolitan Areas (F; 3)

An investigation of the politics and administration and characteristic problems of metropolitan areas. Special consideration given to the impact of shifting populations on such public policies as land use, housing, welfare, education, and law enforcement.

Gary P. Brazier

### Po 328 Women in Politics (S; 3)

In this course various aspects of women's experiences in political, economic and social life will be examined in order to understand how citizens who share common experiences and interests gain awareness of those interests and become a politically relevant force. Attention will be paid to the women's movement both as it emerged during the 19th century and as it is developing today.

Kay Schlozman



**Po 329 American Political Ideas and Institutions (F; 3)**

The course has two themes: basic ideas underlying American political institutions, and defenses and critiques of those institutions. The first theme is examined in some of the writings of Jefferson and Lincoln, and the second theme is examined, more extensively, in *The Federalist* and works by Walter Bagehot, Woodrow Wilson, Charles Beard, and a contemporary author. The Department

**Po 330 The Politics of Health and Welfare (S; 3)**

This course examines the national policy-making process in the areas of health and welfare. It identifies the major actors in that process and examines their resources and customary strategies. The course assesses the intended and actual impact of existing health and welfare policies. It also assesses the probable impact of various proposals for new health policies and for welfare reform. It examines the likelihood that certain of these proposals will be enacted, and attempts to specify the political conditions which might increase or reduce that likelihood. Dovid Roy

**Po 335 Pressure Groups: Private Power and the Public Interest (F; 3)**

This course will examine the nature of private interest groups and their role in the formation of public policy. Special attention will be paid to the degree to which the public interest is served — or is not served — by the process of competition between such groups. Extensive use will be made of case studies such as the politics of medicare, pollution, and corporate regulation. Koy Schlozman

**Po 337 Judicial Process (F; 3)**

A study of the American judicial process from the initiation of cases to their final determination. Special attention will be given to the tensions between the judiciary and the other branches of government and, consequently, to the question of the proper place of judges in a democratic political system. The Department

**Po 340 Public Policy (S; 3)**

A systematic study of the determinants, content and outcomes of public policy making in the United States and of the methods which have been developed for analyzing policy formation in specific public program areas. Special attention will be paid to evolutionary trends in policy making and their likely effects upon the future scope and substance of governmental activity. Morc Landy

**Po 341 Representation (F; 3)**

An inquiry into two facets of representation: (1) who should be represented in political affairs, and (2) how should they be represented? The first facet of the inquiry will lead us to consider the movements extending the right to vote to all adult white males, to blacks, to women, and to youths; the second facet, into methods of representation and the relationship between representatives and the public.

Not offered 1978-79

Robert Sciglione

**Po 353 Urban Politics Seminar (F; 3)**

This course is an intensive analysis of power distribution and decision-making in American cities. The topics covered include: power distribution in the cities; the processes of decision-making and policy formulation; policy outcomes; and prescriptions for change in city politics. Heavy reliance is placed upon case studies in the attempt to appraise critically the nature of political pluralism in the cities and its impact on urban political life. The Department

**Po 355-356 Internship Seminar: Policy and Administration in State and Local Government (F, S; 6, 6)**

A program of study based upon work experience in legislative, executive, and administrative offices in Greater Boston. The formulation of policy, the nature of responsibility, and the role of bureaucracy in state and local communities will be examined with the help of public officials of those communities.

Juniors and seniors selected on the basis of fitness for assignment to public offices. Gory P. Brozier

**Po 358 Comparative State Legislatures (S; 3)**

This course examines the current effort to move beyond case studies of individual state legislatures to a broader and more theoretical comparative approach. Topics will include: characteristics of individual legislators, committee systems, the "professionalization" of

state legislatures, state legislative elections, the impact of legislative procedures on policy outcomes, and the attempt to assess the performance of state legislatures. Dovid Roy

**Po 361 Leadership (F; 3)**

This seminar will examine approaches to the study of political leadership and how it is exercised in a variety of settings including government, corporations, trade unions and universities. Morc Landy

**COMPARATIVE POLITICS****Po 405-406 Politics in Western Europe (F, S; 3, 3)**

A comparative analysis of political thought, action, and organization in the United Kingdom, France, Germany, Sweden, and Switzerland. Serves as an introduction to the study of comparative politics. Intensive core course. Morvin Rintolo

**Po 407 The Government and Politics of East Central Europe (F; 3)**

This course analyzes the political developments of the countries of East Central Europe. Special emphasis is placed on the Communist seizure of power, the processes of Sovietization, and the relations among the Communist bloc countries. Peter S. H. Tong

**Po 409 The Soviet Political System (F; 3)**

This course traces the Soviet state through its phases under Lenin, Stalin, Khrushchev and Brezhnev. The contemporary Soviet political system will be analyzed, with special emphasis on the role of the Communist Party and the problem of totalitarianism. Considerable attention will be devoted to the problems of social class, nationality, and dissent in a modern industrial polity. Donald S. Corlisle

**Po 411 Government and Politics of China (F; 3)**

A survey of the ideological framework, historical development, organizational structure and operational techniques of contemporary Chinese political institutions. An analysis of the communist ideology, policies and instruments of power, including the Party, state, economic, social, military, and propaganda machines and such drives as the struggle against revisionism and the cultural revolution. Peter S. H. Tong

**Po 412 Comparative Urban Politics (S; 3)**

A comparison of selected American and non-American cities with respect to their traditions, politics and problems. Not offered 1978-79 Gory P. Brozier

**Po 413 Political Development and Modernization (F; 3)**

The study of the growth and decay of political systems, problems of modernization, and political responses to the requirements of economic and social development. Focus will be on the Third World, but with reference to European and North American patterns of modernization. The Department

**Po 414 Power and Policy: The USA and the USSR (S; 3)**

An analysis of the parallel, divergent, and interacting development patterns of the Soviet Union and the United States since 1929. Both domestic and foreign policy will be examined. The triangular relationship of the U.S.S.R., the U.S.A., and China will also be explored. Political leadership, policy problems, and ethnic-national issues in both the Soviet and American systems will be given special attention. Donald S. Corlisle

**Po 418 Government and Politics of Latin America (S; 3)**

This course will survey and analyze contemporary issues, groups, institutions, and ideologies in Latin America as a political and cultural region. It will be concerned with the pattern of politics in Latin America. A topical survey will be combined with an in-depth analysis of particular countries presented as a typology of attempted solutions to the problems of order, social justice, and economic well-being. For 1976 these countries will be Colombia, Cuba, Mexico, and Brazil. Briefer studies will be made of other countries. The methods of Comparative Politics as a field of inquiry within Political Science will be introduced and applied. The Department

**Po 422 Crisis Politics: Violence, Revolution and War (S; 3)**

This course explores theories (philosophical, anthropological and biological) regarding the roots of violence, revolution and war. We



will then analyze selected historical episodes, including French, Russian and Chinese Revolutions, the Nazi experience and "total war" in the twentieth century. Attention will also be given to the Vietnam episode and to events in America. Intensive core course; not open to freshmen.

Offered 1979-80

Donald S. Corlisle

**Po 453 Problems of Political Development: (F; 3)**

This seminar will allow the student to combine a study of the literature of Political Development with consideration of substantive issues in the field as they apply to the problems of particular Latin American countries. Main region to be announced. The Department

**Po 461 Power and Personality (F; 3)**

This seminar evaluates the political significance of the relationship between power and personality. Special attention will be given to the question of whether the search for power is pathological from a psychological perspective. Class discussion will focus first on required common readings, and then on individual research projects of students, dealing with particular powerful persons in modern political systems, including Woodrow Wilson, Winston Churchill, and Adolf Hitler, as well as other cases.

Not offered 1978-79

Morvin Rintolo

**Po 462 Parties and Party Systems (S; 3)**

This seminar tries to define the concepts of party and of party system and to distinguish different types of parties and of party systems in selected modern political systems, especially in Western Europe. Class discussion will focus first on common readings and then on individual research projects.

Morvin Rintolo

## International Politics

**Po 501 International Politics (F; 3)**

The nation-state system, its principles of operation and the bases of national power and policy are examined. This course serves as an introduction to the study of international politics. Intensive core course.

Donald L. Hofner

**Po 504 International Politics of Europe: World War II to the Present (S; 3)**

A study of the main currents of international relations among European nations in recent decades, focusing particularly on the forces which brought about Europe's division into East and West and contemporary developments which now may be easing that division.

Donald L. Hofner

**Po 505 American Foreign Policy (F; 3)**

An examination of major patterns of United States foreign policy with special emphasis on the twentieth century. Contemporary problems of foreign policy, e.g. SALT, The Middle East and Indo-China, will be treated in the context of international relations with special reference to area and subject factors, and milestones of American foreign policy and the U.S. decision-making process, as illustrated by case studies. The effect of current events are dealt with in regular discussion and related to the subject matter of the course.

Robert K. Woetzel

**Po 506 Soviet Foreign Policy (S; 3)**

In this course Soviet international behavior will be treated in terms of three sectors: (1) policy toward the West, (2) policy regarding non-Communist underdeveloped countries; (3) policy toward other Communist states and non-ruling Communist parties. Topics such as the Comintern, "Socialism in One Country," the Soviet Bloc, the Cold War, Peaceful Coexistence, and Polycentrism, as well as other contemporary international problems will be considered.

Donald S. Corlisle

**Po 508 International Communist Movement (S; 3)**

A survey of the theory and practice of the world communist movement as advocated and promoted by Marx, Engels, Lenin, Stalin, Mao, and Castro. An examination of the political, economic, social, and cultural transformation of the communist countries, as well as the evolution and struggle of the communist parties. An inquiry into the prospects of the communist movement.

Not offered 1978-79

Peter S. H. Tong

**Po 509 International Organization (F; 3)**

The study of the search for peace, world order and welfare. International organizations will be studied as independent actors in world affairs; as processes for institutionalizing relations among states, subnational and transnational groups; and as means through which a nascent international community pursues common objectives. Topics include the United Nations, regional integration, regional organizations, functional organizations and issues of current importance such as the eco-crisis, the demands of the Third World, the superpowers and world organization.

Not offered 1978-79

**Po 510 Comparative Foreign Policies (S; 3)**

An examination of the foreign policies of major powers of the twentieth century, including Britain, France, the two Germanies, the U.S.S.R., China and Japan on problems of relevance to the United States, e.g. European security, peace in the Far East, and the development of less industrialized countries. Domestic factors are related to foreign policy. Special reference will be made to the policies of the developing nations as they affect the peace and security of mankind. Current events are discussed in the context of lecture-discussions.

Robert K. Woetzel

**Po 512 Sino-Soviet Relations (S; 3)**

A study of the background and development of political, economic, strategic, social, and cultural relations between Russia and China, especially in the light of their changed regimes. Emphases are given to ideological issues between the Soviet and Chinese Communist Parties and the impact of their current disputes on the world.

Peter S. H. Tong

**Po 522 Politics of the Third World: Communism, Nationalism and Modernization (S; 3)**

A study of the interaction of nationalism and cold war politics in the economic and political development of countries in Asia, Africa and Latin America. Subjects dealt with include the relevance (as seen by both sides) of communist ideology to problems of nation-building and development; indigenous movements such as pan-Africanism and pan-Arabism; Sino-Soviet competition for support from the national liberation movement; and the evolution of American, Soviet and Chinese policies toward selected countries such as India, Cuba, and the Congo, as well as local conflicts such as the Arab-Israeli confrontation.

Peter S. H. Tong

**Po 523 International Protection of Human Rights (F; 3)**

Concepts of human rights are traced from a historical perspective with special reference to political, social, and economic aspects of contemporary covenants. Practices of governments and peoples relating to observance or violations of human rights are examined with respect to national enforcement and constitutional safeguards of civil rights and civil liberties. The protection of human rights in international law and the humanitarian imperative in international relations are stressed.

Robert K. Woetzel

**Po 524 The United Nations (S; 3)**

The evolving constitutional law of the United Nations and international practices and precedents emanating from the world body are analyzed with special reference to the interrelationships between the system of sovereign nation states and international organizations. Specialized agencies of the United Nations are studied as well as perspectives for future world order. Progress in international conceptions from the League of Nations to the present and problems of theory and reality in international law and politics are examined.

Robert K. Woetzel

**Po 552 International Law and Politics (S; 3)**

This seminar is designed to acquaint students with fundamentals of international law and politics. It consists of basic readings in these fields including works on International Law and Organization. The student is prepared to acquire a comprehensive view of the relations between problems of politics and law in the international sphere. International problems relating to individual responsibility under international law are specially treated. Current events relating to this Problemotik are dealt with in regular discussions.

Robert K. Woetzel



## Political Theory

### Po 604 Problems of Liberal Society (S; 3)

Readings from political theorists, statesmen, Supreme Court justices and novelists about such problems as: 1) the nature and limits of liberty; 2) the meaning of equality; 3) the use of force in international affairs; 4) the status of virtue. Dovid Lowenthol

### Po 606 Foundations of Modern Politics (S; 3)

An introductory examination of seminal theories that have helped bring about the "modern" country and world in which we find ourselves. Readings will be selected chiefly from works of Machiavelli, Hobbes, and Locke. Robert K. Foulkner

### Po 609 American Political Thought (F; 3)

A study of the views of various statesmen and commentators, in order to clarify characteristic rights, institutions, classes, and problems of the American experiment in liberal democracy. Readings will be drawn from such figures as Jefferson, Hamilton, Lincoln, Woodrow Wilson, F. D. Roosevelt, Frederick Douglass, and C. Wright Mills. Intensive core course; not open to freshmen. Graduate discussion section will be offered. Robert K. Foulkner

### Po 612 The Political Philosophy of Plato (S; 3)

The reading for 1979 will be the *Republic*. Challenged to defend justice by two intelligent and ambitious young men who are attracted to tyranny, Socrates invites them to join in founding a just city in speech where the character and goodness of justice will be fully revealed.

Not offered 1978-79

Christopher J. Bruell

### Po 614 The Behavioral Study of Politics (S; 3)

An examination of the philosophy, techniques and accomplishments (empirical and theoretical) of the behavioral approach in political science. Junior standing or consent of instructor.

Donold L. Hofner

### Po 616 "Socrates and Cyrus: The Political Philosophy of Xenophon" (S; 3)

The course will examine Xenophon's treatment of the contest between the ways of life represented by the philosopher Socrates and the great founder of the Persian empire Cyrus. The question whether Xenophon's own partly political, partly theoretical life represents a third way will be taken up, as well as the relation between Socrates and the city of Athens. Readings will consist mainly of three books by Xenophon: *Education of Cyrus*, *Memoirs (of Socrates)*, and *Analysis of Cyrus* (whose hero is Xenophon himself).

Not offered 1978-79

Christopher J. Bruell

### Po 617 Modern Political Theory (F; 3)

An examination of some major works of political philosophy from the period of Kant to the present, with concentration chiefly on the German tradition. Readings will be drawn from the writings of Kant, Hegel, Marx, Nietzsche and others. The course will attempt to examine and evaluate the emerging critique, from both the right and the left, of modern liberal democracy. Donold J. Moletz

### Po 618 Intro to the Philosophy of Law (S; 3)

An introduction to philosophical thought about the law. The course will begin with consideration of the debate about the relations between law and morality and about the possibility of permanent standards in law and politics; several readings on these problems will be drawn from the works of writers influential in contemporary thought, politics and law. The major part of the course will be devoted to study of these same problems as they are discussed in several of the classic works of political philosophy. Donold J. Moletz

### Po 621 Fundamental Concepts of Classical Political Philosophy (F; 3)

The course is designed to introduce students to the fundamental issues of classical political philosophy. The major reading will be Aristotle's *Politics*, and the relevance of this text to the understanding of our own moral-political problems will be stressed.

Not offered 1978-79

Christopher J. Bruell

### Po 622 Thucydides, War and Peace (S; 3)

The course is a study of Thucydides work on the 27-year Spartan-

Athenian War. The aim is to discover and consider Thucydides' understanding of the causes of war, the prospects for peace, the relation to questions of war and peace of differences in government and national character, the varieties of political leadership and the responsibilities of political leaders. Christopher J. Bruell

### Po 623 Machiavelli's Critique of Classical Political Philosophy (F; 3)

After a brief review of the fundamental principles of classical political philosophy, the course will consider Machiavelli's criticism of that philosophy, a criticism that plays a vital role in laying the foundations for modern politics. Readings will include Plato's *Republic* (excerpts) and Machiavelli's *Prince*, *Discourses*, and *Life of Costruccio Costruconi*.

Not offered 1978-79

Christopher J. Bruell

### Po 625 Democracy: Kinds, Advantages, Disadvantages (F; 3)

A study of various sorts of popular regimes, chiefly non-American and non-liberal. Examples considered will include modern Swedish social democracy and the ancient democratic empire of Athens. Some theorists of democracy will be read. Robert K. Foulkner

### Po 627 Shakespeare's Political Wisdom I (F; 3)

Tragedy and Comedy; Hamlet, King Lear, Macbeth; Midsummer Night's Dream, Measure for Measure, The Tempest.

Dovid Lowenthol

### Po 628 Shakespeare's Political Wisdom II (S; 3)

Rome and England: Coriolanus, Julius Caesar, Antony and Cleopatra; King John, Henry IV, Henry V, Richard III. (May be taken separately from Po 627).

Dovid Lowenthol

### Po 654 The Political Philosophy of Hegel (S; 3)

An examination in detail of Hegel's writings on history and politics. Donold J. Moletz

### Po 656 Studies in Modern Political Theory (S; 3)

A study of selected topics in political thought after Hegel, with concentration on the major critics of liberal democracy.

Not offered 1978-79

Donold J. Moletz

### Po 660 The Thought of Mao Tse-Tung (S; 3)

A seminar analyzing Mao Tse-Tung's political, economic, social, cultural, and military philosophy in his adaptation to and development of Marxism-Leninism for class struggle and world revolution, with emphasis on its theoretical formulations as well as its application at home and influence abroad. Peter S. H. Tong

### Po 664 Political Argument: Lincoln's Speeches and Aristotle's Rhetoric (S; 3)

This seminar examines political argument, oral and written, by considering closely the most important speeches of Lincoln, and the classic text by Aristotle.

Not offered 1978-79

Robert K. Foulkner

### Po 665 Politics, Art and Literature: The Russian Experience (F; 3)

Central attention in this course is directed to the role of the intellectual, especially the writer and artist, in Russian and Soviet history. The interaction of culture and politics will be examined. The unfolding of the Russian political mind will be traced through Muscovy, the Tsarist and Soviet periods. Major focus in the course will be on the emergence and transformation of the Russian intelligentsia as reflected in political thought, literature, and the arts.

Some of the individuals who will be dealt with are: Rublov, Pushkin, Dostoevsky, Tolstoy, Gorky, Lenin, Trotsky, Zamiatin, Eisenstein, Pasternak, and Solzhenitsyn. (Not open to those who have taken Po 416).

Donold S. Corlisle

## GRADUATE OFFERINGS

### American Government

#### Po 701 Party Systems and Electoral Politics (F; 3)

This course will present an analysis of selected aspects of the nature and functioning of American political parties and their contribution to democracy in America. Special attention will be given to parties as electoral institutions. Topics to be covered include, among others, party organization, third parties, critical election theory, electoral reform and parties in government. Koy Schlozman



**Po 703 The U.S. Congress (F; 3)**

Analytical study of the national legislature, its powers, functions and role in policy formation. Emphasis is given to its relationship to the executive and administrative establishments and to interest groups and constituency.

Gary P. Brozier

**Po 706 The American Founding (S; 3)**

A study of the founding of the American regime, including the Constitutional Convention discussions, the Federalist, Anti-Federalist writings, and the writings of leading founders.

Robert Scigliano

**Po 708 Judicial Politics (S; 3)**

Study of American courts as political actors in a political system, with principal emphasis on their various external relations: with other courts; with their powerful neighbors in the separation-of-powers system; and with their various "publics" — the legal profession, the press, party organizations, etc. While primary focus is on the United States Supreme Court, attention will also be devoted to state and lower federal courts.

Not offered 1978-79

David R. Manwaring

**Po 709 Judicial Process (F; 3)**

An inquiry into the organization and processes of the judicial system of the United States, including prominent literature on the subject.

Not offered 1978-79

Robert Scigliano

**Po 711 The American Presidency (S; 3)**

An historical and analytic development of the office and powers of the Chief Executive.

The Department

**Po 713 Metropolitan Area Government (F; 3)**

An examination of several specific efforts undertaken in the United States and Canada to improve government in metropolitan areas. Considerable attention given to the important values held by urban dwellers that impede or promote metropolitan integration.

Offered 1979-80

Gary P. Brozier

**Po 717 Private Interest Groups and the Pressure System (F; 3)**

This course will examine the nature and functioning of American pressure groups. Special attention will be paid to group theories of politics which have been formulated by American political scientists.

Offered 1979-80

Koy Schlozman

**Po 720 Topics in Public Law: The Supreme Court as Policy Maker (S; 3)**

David R. Monwaring

## Comparative Politics

**Po 776 Topics in Soviet Politics (F; 3)**

An analysis of different approaches to the Soviet political system as well as to methodological and research problems. Each student will undertake a research project. In some semesters special attention will be devoted to a designated problem as the major topic for seminar consideration. Examples of such special topics are the following: the changing role of the Communist Party; the Soviet social-class structure; Stalin; a comparison of Union Republics; Soviet Central Asia.

Donald S. Carlisle

## International Politics

**Po 856 Selected Problems in International Politics and Law (S; 3)**

Treats problems of conflict resolution: the role of international law in relation to international organization; and the problem of power in the atomic age. Examines theories of deterrence, arms control and disarmament from an international standpoint and in the context of philosophical pluralism in an international society. Methodology for research in international relations is studied and tested in a term project on the subject of international offenses against the peace and security of mankind, including international organized crime. Advanced seminar: assumes previous work in the subject area, e.g. International Law and Politics or equivalent course, Graduate or Undergraduate. Topics of research are related to current events.

Offered 1979-80

Robert K. Woetzel

**Po 858 Chinese Foreign Policy (S; 3)**

A study of contemporary Chinese diplomacy with emphasis on the development to date under the Communist regime. An evaluation of the Chinese Communist vital interest, goals, strategies, tactics, and conducts in their relations with other communist countries, the "nonaligned" and emerging nations, the West and, particularly, the United States.

Not offered 1978-79

Peter S. H. Tong

**Po 861 Contemporary International Politics Analysis (F; 3)**

An examination of contemporary, theoretical perspectives and analytic techniques applied to the relations among nations. Some background in American or European foreign policy or in international relations is recommended.

Donold L. Hofner

## Political Theory

**Po 926 Science for Society: The Political Philosophy of Francis Bacon (S; 3)**

A study of Bacon's seminal endeavor to invent a scientific method that would give man power over nature. Readings focus on the *New Organon* and the *Advancement of Learning*. Attempts will be made, sometimes by visiting faculty, to compare Bacon's method and the resulting science of nature with other sorts of logic and of physical theories, both ancient and modern. This seminar compliments Po 605. Each course may be taken independently, but 605 focuses on the more obviously political works of Bacon.

Not offered 1978-79

Robert K. Foulkner

**Po 928 Plato's Republic (S; 3)**

Not offered 1978-79

Christopher J. Bruell

**Po 931 Shakespeare's Politics (F; 3)**

Shakespeare's understanding of political life and its various forms as found in *Othello*, *The Merchant of Venice*, *Coriolanus*, *Julius Caesar*, *Henry V* and *Richard III* or other plays.

David Lowenthal

**Po 932 Montesquieu's Persian Letters (F; 3)**

David Lowenthal

**Po 934 The Political Philosophy of Machiavelli (S; 3)**

A close consideration of *The Prince* and the *Discourses*, and of some material from the plays and the *Art of War*. Comparisons with Aristotle's *Ethics* and *Politics* will be encouraged.

Not offered 1978-79

Robert K. Foulkner

**Po 935 Shakespeare's Politics II (F; 3)**

*Hamlet*, *King Lear*, *Midsummer Night's Dream*, *Measure for Measure*

Not offered 1978-79

David Lowenthal

**Po 936 The Political Philosophy of John Stuart Mill**

Not offered 1978-79

Dovid Lowenthal

**Po 939 Aristotle's Politics (F; 3)**

Not offered 1978-79

Christoper J. Bruell

**Po 941 Natural Rights (F; 3)**

A study of the meaning and basis of the idea of natural rights in Hobbes and Locke.

Not offered 1978-79

Dovid Lowenthal

**Po 943 Aristotle's Ethics (F; 3)**

A careful study of the seminal philosophic account of good conduct, Aristotle's *Nicomachean Ethics*.

Not offered 1978-79

Robert K. Foulkner

**Po 945 The Founding of Political Philosophy: Socrates (F; 3)**

Christopher J. Bruell

**Po 946 The Political Philosophy of Plato (S; 3)**

Christopher J. Bruell

**Po 948 Political Philosophy of Locke (S; 3)**

Chiefly a study of *Two Treatises*, *Thoughts on Educotio*n, and *Letter on Toleration*. Some attention will be given to Hooker's *Laws of Ecclesiastical Polity* and, time permitting, to Locke's economic writings.

Robert K. Faulkner



## Special Graduate Courses

### Po 799 Reading and Research (F, S; 3, 3)

A directed study in primary sources and authoritative secondary materials for a deeper knowledge of some problems previously studied or of some area in which the candidate is deficient.

By arrangement The Department

### Po 801 Thesis Seminar (F, S; 3, 3)

By arrangement The Department

### Po 802 Thesis Direction (F, S; 0, 0)

A non-credit course for those who have received six credits for Thesis Seminar but who have not finished their thesis. This course must be registered for and the continuation fee paid each semester until the thesis is completed.

By arrangement The Department

### Po 998 Doctoral Comprehensive

The Department

### Po 999 Doctoral Continuation

All students who have been admitted to candidacy for the Ph.D. degree are required to register and pay the fee for doctoral continuation during each semester of their candidacy. This registration entitles them to the use of university facilities (library, etc.) and to the privilege of auditing informally (without record in the graduate office) courses which they and their advisors deem helpful. Tuition must be paid for courses formally audited or taken for credit.

## Psychology (Ps)

### Core Courses

#### Ps 040 The Human Personality (F, S; 3)

A general introduction to some of the subject matter of psychology, designed for nonmajors. The course will focus on the forces influencing the development of character and personality.

John vonFelsinger  
The Department

#### Ps 045 Psychological Views of the Person (F, S; 3)

Investigation of the dominant psychological views of man - psychoanalytic, behaviorist, and existential-humanist - as they define personality and deviance. An effort will also be made to explore the historical evolution of social conditions which gave rise to each of these schools and to discuss their implications for further social change.

Ramsoy Liem

#### Ps 047 Contemporary Issues in Psychology (F, S; 3)

This course will examine new areas of research and application of psychology to human (and perhaps supra-human) problems. Modern approaches, theories, techniques, and findings will be presented within the perspective of the historical and philosophical roots of the issues under study. Because different instructors and different sections of this course may focus on different areas, students are advised to check with the instructor or the department for details.

The Department

#### Ps 050 Idea of Insanity (F, S; 3)

A lecture course, suitable for persons with no previous background in psychology. An overview of the widely differing conceptions of emotional disorder in human society; the different notions of causation, from possession by the Devil to possession by the Id; genetic, moral, social and medical views of the phenomenon of disordered behavior and of the appropriate methods of treating such behavior. Historical, literary, sociological, and psychiatric, as well as psychological material will be reviewed.

William Ryon

#### Ps 055 Introduction to Humanistic Psychology (F, S; 3)

An overview of the philosophical and psychological roots of humanistic psychology together with a critical examination of the theories and research of its chief representatives: Rollo May, Abraham Maslow, David Bakan, Carl Rogers, Robert Assagioli, etc.

The Department

#### Ps 058 Inequality: Psychological and Social Consequences (S; 3)

This course will examine contemporary forms of inequality and

their organization within status systems. Attention will be devoted to the ways in which these status systems are affected by economic, political, and social structures. Primary emphasis, however, will be on the consequences of inequality and the corresponding status systems for attitudes, personality, interpersonal relations, community and residential behavior, family life, and work and leisure. American patterns of inequality will be compared with those in other countries and societies. This course will have lecture and discussion sections.

Morc Fried

#### Ps 062 The Psychobiology of Mental Disorders (F, S; 3)

The abnormal behaviors characteristic of mental disorders are described and discussed with respect to psychological and biological origins and treatments.

The Department

#### Ps 066 Social Psychology of Conflict (F; 3)

Normon Berkowitz

## Introductory Courses

#### Ps 073 Introduction to Psychology as a Natural Science (F, S; 3)

This introductory course for psychology majors includes an introduction to behaviorism, behavior genetics, ethology, physiological psychology, and information processing.

Peter Groy  
Michael Numon

#### Ps 074 Introduction to Psychology as a Social Science (F, S; 3)

An introduction to Psychology as a behavioral science, both theoretical and applied. Considers such topics as child development, personality, social psychology, abnormal behavior and mental health.

Donnoh Conovon-Gumpert  
Morionne Lo Fronce  
To Be Announced

#### Ps 101 Personality Theories (F, S; 3)

A basic course introducing students to a variety of theoretical approaches to the understanding of character and personality.

Donnoh Conovon-Gumpert  
Ramsoy Liem

#### Ps 121 Social Structure and Behavior (F, S; 3)

The impact of socioeconomic conditions and cultural factors on individual and group behavior in Western and non-Western societies.

Ali Banuozizi

#### Ps 131 Social Psychology (F, S; 3)

A study of the individual and his/her social context, beginning with the social behavior of animals and including human functioning in small groups, in society and in cross-cultural perspective. Attitudes, motives and social perception will be emphasized.

Murroy Horwitz  
To Be Announced

#### Ps 136 Developmental Psychology

General psychological issues as they relate to the developing child. Topics within the areas of personality, social, and cognitive development will be considered along with the theoretical and practical implications of studying age differences in behavior.

Michael Moore  
To Be Announced

#### Ps 139 Abnormal Psychology (F, S; 3)

Beginning with divergent contemporary views of the meaning of "abnormal" in today's world, this course will systematically explore the body of theory and data relevant to the understanding of maladaptive human process. The varieties of abnormal experience and behavior will be discussed and an overview of current approaches to the resolution of the problem of psychopathology will be offered.

Ramsoy Liem  
John vonFelsinger

#### Ps 143 Experimental/Sensation and Perception (S; 3)

The nature of our visual perception of the environment will be considered. The physics of light, receptor transduction, sensation, and neural processing will first be considered. It will be argued, however, that in order to do justice to the fundamental phenomenon of perception — constancy, ambiguity, and illusion — the information processing structure of the mind needs to be considered as well as sensory processes.

Randolph Easton



**Ps 144 Learning Theories (F, S; 3)**

An analysis of contemporary learning theories as they relate to basic problems in learning. Some laboratory work will be involved.

Joseph Coutelo  
To Be Announced

**Ps 147 Experimental/Cognitive Psychology (F, S; 3)**

An information processing approach to perception and thought will be covered. It will be assumed that information from the environment is processed and transformed by the mind in order to control complex human behavior. Topics to be discussed will include perception contrasted with receptor stimulation, encoding processes, attention, memory, problem solving, concept formation, altered states of consciousness, and the functionally split brain of man.

Michael Moore  
To Be Announced

**Ps 150 Physiological Psychology I (F; 3)**

This is the first of a two-course sequence which will deal in depth with the physiological basis of behavior. The first semester will begin with basic neurophysiology and neuroanatomy. With this background, students will then study the physiology of (a) sensory and motor processes, (b) sleep, arousal, attention and emotion, and (c) psychopharmacology. A previous course in biology is recommended but not required.

Peter Groy  
Michael Numon

**Ps 151 Physiological Psychology II (S; 3)**

This is a continuation of Ps 150, and it will deal with the physiology of motivation and learning. Specific topics will include (a) reproductive behavior, (b) aggression, (c) hunger and thirst, (d) reward and punishment, (e) learning and memory, and (f) complex mental processes.

(Students who wish to take Ps 151 without Ps 150 may do so with consent of the instructor, but extra work in neurophysiology and neuroanatomy would be required of them at the beginning of the semester.)

Peter Groy  
Michael Numon

**Ps 156 Theory and Research in Group Dynamics (F; 3)**

This course is composed of a weekly two hour laboratory session and a one hour lecture. In the laboratory students participate in a wide range of scientific experiments. Data are collected, shared and compared to those in the research literature. Theoretical explanations are examined to determine their adequacy in accounting for the objective data and subjective experiences generated in the laboratory. Readings paralleling the experiments are discussed in the lecture. Substantive material includes social facilitation, interpersonal attraction, group goals, pressures toward conformity, norms, reference groups, decision making, conflict, and communication. Approximately four brief papers and a final exam are required. Designed for Junior and Senior majors.

Normon Berkowitz

**Ps 178 Psychology of Social Class (F; 3)**

A seminar focusing on the behavioral and psychological consequences of structured inequality in society. Topics will include the problem of defining and measuring stratification, correlates of social class position, social mobility, and the theoretical consequences of reducing or eliminating inequalities in wealth, power and social status.

William Ryon

**Ps 180 Industrial Psychology (S; 3)**

Applications of psychology to various problems in industry such as human relations and management; decision making; principles of human performance; organizational behavior; jobs and occupations; employee selection and placement; job efficiency assessment; employee training and employee morale; safety and engineering psychology; psychology of the consumer, advertising, and selling.

The Department

**Ps 183 The Future of Consciousness (F; 3)**

A theoretical and experiential study of consciousness. Emphasis is on recent findings concerning the nature of consciousness from the viewpoint of the natural and social sciences. Selected topics include the mind-body problem, evolution of consciousness, body consciousness, altered states of consciousness, body energy, meditation, parapsychology, cosmic consciousness, artificial intelligence, and biofeedback. Field trips, films and guest speakers will be an integral part of the course.

Doniel Boer

**Ps 184 Techniques of Behavior Control (S; 3)**

Review of theory and techniques of human behavior. Topics include conditioning and habit control, brainwashing, hypnosis, self-hypnosis and biofeedback.

Daniel Baer

**Ps 190 Statistics (F, S; 3)**

Course will present an introduction to those elementary statistics essential to the conduction of scientific research. Topics will include basic probability, the normal distribution, standard scores, estimation or hypothesis testing, t-scores, chi-square, analysis of variance, and simple correlation and regression.

Norman Berkowitz  
Randolph Easton

**Ps 209 Clinical Psychology (F; 3)**

Prerequisite: Ps 139 or consent of the professor

The theory and practice of clinical psychology with special attention to the current practices, professionals and institutions comprising the mental health field. Each student will be expected to devote some time to volunteer work in a caretaking institution.

John vonFelsinger

**Ps 215 History of Psychology (F, S; 3)**

Survey of psychological thought from Grecian and Medieval backgrounds to the present; systematic consideration of major theoretical trends in contemporary psychology.

Ali Bonuozizi

**Ps 223 Psychology of Sex Roles**

This course will concentrate first on the question of what modal differences in psychological functioning exist between the sexes. Beginning with an examination of the biological bases for sex differences, it will go on to consider the impact of socialization processes, parental attitudes, and other cultural and societal influences on the development of sex roles. It will also examine the sociopolitical implications of the sex role stereotype for the individual, the family and society.

The Department

**Ps 234 Advanced Developmental Psychology**

Prerequisite: Ps 136 or consent of the instructor.

Recommended for juniors and seniors. An intensive analysis of issues in developmental psychology, including infancy, motivation, and cognition. The student will be responsible for a class presentation in an area of his/her choice.

Michael Moore

**Ps 243 Attitudes and Social Behavior (F; 3)**

A comprehensive course dealing with the formation, persistence and change of attitudes and behavior. Area topics will focus on the relationship between attitudes and behavior, measurement and methodological issues, major theories of attitudes, attitude change, societal and personality factors, and special topics relating to specific attitudes and behavior such as race, religion, sex roles, politics, etc.

To Be Announced

**Ps 246 Social Psychology of the Family (S; 3)**

A review of research and theory on the dynamics of family interaction. Topics include the reciprocal influence of family systems and individual psychodynamics, conceptual linkages between families as organized groups and group and organizational dynamics, cultural, community and historical influences on family functioning, and the assessment of family therapies as social psychological interventions to improve the quality of family life.

Murroy Horwitz

**Ps 249 The Psychology of Nonverbal Communication (S; 3)**

An analysis of human communication with particular emphasis on the nonverbal modes of interchange. Course readings include material on facial expression, body movement and gesture, gaze behavior, personal space, and paralanguage. Focus is on what nonverbal and verbal behaviors communicate about the psychology of the individual, about the relationship between people and about the social rules that guide human interaction.

Morionne LoFronce

**Ps 260 Humanistic Psychology (S; 3)**

Critical reading of the relevant works of the precursors and chief representatives of humanistic psychology such as Freud, Jung, Maslow, May, Rogers, Assagioli, Bugental, etc.

The Department

**Ps 263 Special Topics in the Psychology of Consciousness (F; 3)**

An advanced level study of states of consciousness. Topics include the physical basis of consciousness, hypnotic states, field consciousness, the healing process, alternate realities, and the transpersonal self.

Doniel Boer



## 202 / Description of Courses

### PSYCHOLOGY

#### **Ps 265 Psychological Assessment (F; 3)**

Major part of the course will be devoted to measurement of abilities and achievements with some time given to vocational tests and personality evaluation. Generally, the approach will be practical though some theoretical and statistical background for better understanding of the subject matter will also be presented.

The Department

#### **Ps 267 Seminar in Conflict Resolution (S; 3)**

Normon Berkowitz

#### **Ps 270 Evolution of Behavior (F; 3)**

This course will deal with the comparative aspects of animal behavior, emphasizing the adaptive value of behavior. Lecture material will be concerned primarily with non-human animals.

The course will begin by introducing the major concepts of evolutionary biology, and this will be followed by an analysis of sensory processes and learning processes from an evolutionary point of view. The role of behavior in speciation will be discussed. The course will conclude with a discussion of sociobiology which will examine the adaptive significance of territoriality, mating systems and aid behavior (altruism). A previous course in biology is recommended, but not required.

Michael Numon

#### **Ps 272 Hormones and Behavior**

Prerequisites: Ps 150 and 151

This course will present an in depth review of the important relationships between hormones, the nervous system and behavior. The behaviors studied will include: feeding, aggressive behavior, sexual and parental behavior, fear and emotional behavior. The course will begin with a study of endocrine psychology and neuroendocrinology. This knowledge will then be integrated with the behavioral topics.

Not offered 1978-79

Michael Numon

#### **Ps 274 Seminar in Belief Systems and Inequality (S; 3)**

This seminar will address the issue of belief-systems and the existence of social inequality — how the latter helps shape the former; how the former support and justify the latter. In particular an effort will be made to identify the major components of the American belief that inequality of condition is justified by equal opportunity and the principal of meritocracy.

William Ryon

#### **Ps 276 Behavior Modification with Children (S; 3)**

General principles of behavior therapy will be described and discussed. The application of behavior therapy procedures to modify children's behavior in school settings and home environments will be presented. The application of behavior modification to children's physical disorders as well as to social learning problems will also be presented. There will be classroom demonstrations and guest lectures.

Joseph Coutelo

#### **Ps 292 Seminar in College Teaching (F, S; 3)**

Prerequisite: Senior and Junior majors only

Designed to provide undergraduate students with teaching experience. Students staff discussion sections and are responsible for aiding psychology professors in planning demonstrations and grading examinations.

By arrangement

#### **Ps 297-298 Readings and Research (F, S; 3, 3)**

Psychology 297 and 298 offer a student the opportunity to work independently under the supervision of a faculty member of his/her choice within the department.

By arrangement

The Department

#### **Ps 300-307 Research Methods Practica (F, S; 3)**

Prerequisites: See below

Each of the following research practicum courses satisfies the departmental research methods requirement. Under the supervision of the faculty member, students will be expected to complete a research study or a more limited series of research exercises. Through such activities students will participate in hypothesis development and testing, the development of a research design, the construction and/or application of measurement procedures, data analysis, and the reporting of research findings. Although the practica courses all share these learning objectives, the substantive theo-

retical focus of each differs to permit the student to engage in research in an area of high interest. Each practicum presumes knowledge of theories relevant to its special focus. For this reason different prerequisites are specified for each. (Classes will be limited to twenty.)

#### **Ps 300 Research Methods Practicum: Nonexperimental Methods (F, S; 3)**

To Be Announced

#### **Ps 301 Research Methods Practicum: Physiological (S; 3)**

Prerequisite: Ps 150-151

Peter Groy

#### **Ps 302 Research Methods Practicum: Perception (S; 3)**

Prerequisite: Ps 143 or Ps 147

Randolph Easton

#### **Ps 303 Research Methods Practicum: Personality Theories (S; 3)**

Prerequisite: Ps 101

Donnoh Conovon-Gumpert

#### **Ps 305 Research Methods Practicum: Developmental/Cognitive (F; 3)**

Prerequisite: Ps 136 or Ps 147

Michael Moore

#### **Ps 306 Research Methods Practicum: Social (S; 3)**

Prerequisite: Ps 243 or Ps 131

To Be Announced

#### **Ps 307 Research Methods Practicum: Social Communication (F; 3)**

Prerequisite: Ps 249 or Ps 131

Morionne Lo Fronce

#### **Ps 308 Research Methods Practicum: Social Conflict (F; 3)**

Prerequisite: Ps 131

Murroy Horwitz

## Graduate Courses Open to Advanced Undergraduates and Graduates

#### **Ps 601 Behavior Modification I (F; 3)**

The assumptions of behavior modification and its procedures will be presented. Emphasis will be on one-to-one procedures, and on institutional settings.

Joseph Coutelo

#### **Ps 602 Behavior Modification II (S; 3)**

Prerequisite: Ps 601

The application of principles and procedures learned during the first semester to a wide variety of problems such as phobias, sexual dysfunction, addictive behavior, and psychosomatic problems will be presented. There will also be a more detailed demonstration of covert conditioning procedures.

Joseph Coutelo

#### **Ps 604 Behavior Modification and Geriatrics**

A brief overview of behavior modification principle and procedures will be presented in the first two lectures. The rationale and procedures for modifying the behavior of the aged such as depression, the aging and dying process, isolation, self-concept and physical disability will be presented. There will be guest lecturers and demonstrations.

Not offered 1978-79

Joseph Coutelo

#### **Ps 616 Field Theory in Social Psychology (F; 3)**

An examination of the theoretical and empirical work of Kurt Lewin and Fritz Heider and their impact on such contemporary areas of social psychology as cognitive dissonance, attribution theory, altruism and aggression. Their program of theory development will be examined especially to assess the role of theory in the conduct of psychological research and practice. The course should be of interest to those concerned with the philosophy of science as well as those desiring to formulate researchable problems in psychology.

Murroy Horwitz

#### **Ps 620 Clinical Assessment (F; 3)**

An introduction to the process of clinical assessment of personality and psychopathology through the use of psychodynamically based techniques, especially the TAT and Rorschach.

By consent of the professor.

John vonFelsinger



## Doctoral Program

### **Ps 701-702 Seminar in Psychology and Social Structure (F, S; 6, 6)**

This is an intensive core course in the graduate program which attempts to expose the students to the theoretical, conceptual and empirical underpinnings of Psychology and Social Structure. Beginning with an overview of the current approaches to the study of the person in relation to his/her social environment, the seminar deals with such areas as the development of psychology as a social-science discipline and its relation to the cognate disciplines of sociology and anthropology; childhood and socialization; social stratification, social attitudes and behavior; group and organizational behavior; social problems, social policy and social intervention, and social change. Though coordinated by one faculty member for both semesters, a number of faculty from the Department will be responsible for topical areas that fall in their fields of specialty.

Morionne LeFronce

### **Ps 705 The Logic of Social Inquiry: Experimental Methods and Statistics (F; 6)**

An introduction to the essential logic underlying the experiment as a tool in social inquiry. This course represents an integration of the principles and applications of both research methods and statistics. The central goal of the course is to describe the interrelationship among the experimental processes of design inference, measurement, analysis and generalization, and to show how these processes provide the linkage between theory and application of experimental results.

Donnoh Conovon-Gumpert  
Rondolph Easton

### **Ps 706 Field Research Methods (S; 3)**

The second part of the Research Methods course will focus on field studies, surveys, and evaluation research. Questionnaire design, interviewing, and sampling are topics to be included in the second half of the course.

The Department

### **Ps 708 Multivariate Statistics (S; 3)**

Applied multivariate procedures including regression analysis, factor analysis, discriminant function analysis, canonical analysis, and multivariate analysis of variance. Special topics in analysis of variance also considered.

The Department

### **Ps 751 Social Contexts of Mental Health**

This seminar examines theory and research pertaining to the influence of varied social contexts on psychological well-being. Particular emphasis is placed on the influence of the economy on well-being via the direct experiences of work and unemployment, and current relationships between production and family life. Substantial student contributions to the seminar are expected in the form of systematic critical reviews of other areas of research suggesting important contexts of mental health functioning. Implications for mental health practice are also examined especially in the field of community mental health.

Not offered 1978-79

Ramsoy Liem

### **Ps 753 Dynamics of Family Life (F; 3)**

This seminar will examine the family as a small face-to-face group. Topics to be considered include the family's internal structure and dynamics, the impact of the larger familial organization and inter-group and community processes, developmental changes produced by the family's life cycle. Special focus on methods of diagnosing family functioning and conflicts and on social psychological interventions designed to improve the quality of family life such as family therapy, counseling, or training.

Murroy Horwitz

### **Ps 754 Organizational and Intergroup Dynamics**

An examination of theory and research on the behavior of persons and groups in such sociotechnical systems as work, school, and community organizations. Particular attention to the social interaction between groups and subgroups. Consideration of approaches to organizational development and methods for reducing role and intergroup conflicts.

Not offered 1978-79

Murroy Horwitz

### **Ps 755 Social Change and Human Adaptation**

This seminar will examine major psychological and social theories of change and consider the conditions that generate passive or active, compliant or antagonistic responses to change. A general

model will be employed for the conditions and processes of adaptation to include the various theories and to advance our understanding of psychosocial interrelationships.

Not offered 1978-79

Morc Fried

### **Ps 756 The Urban Condition**

The structure, dynamics, and contemporary condition of modern metropolitan areas will be the primary focus of this seminar. It will consider the processes of urban change, the distribution of populations, and psychological impacts of these features of urban life. Particular attention will be devoted to the formation of psychosocial and sociopolitical networks, groups, and movements that seek to cope with the problems engendered.

Not offered 1978-79

Morc Fried

### **Ps 761 Social Indicators and Quality of Life (S; 3)**

The general purpose of this course is to review the empirical research and a number of emerging conceptual models concerned with descriptive, evaluative and prescriptive problems in the measurement of the quality of life. Objective and subjective indicators of well-being will be considered at both the societal and the community levels.

Ali Bonuozizi

### **Ps 762 Seminar in Social Change**

A consideration of social change and reform movements in a number of social institutions, including the family, education, and social welfare; study of social movements aiming to reduce social inequality with particular attention to their social psychological impact on the individual and groups; appraisal of violence and nonviolence as strategies for social change.

Not offered 1978-79

Ali Bonuozizi

### **Ps 767 Social Research and Social Policy**

**Prerequisites:** Participants are expected to be substantially trained in research skills and to have extensive knowledge in at least one area of public policy within which they plan to conduct research. An examination of the actual and potential influence of social science research on public policy at the municipal, state or national level. Several existing examples will be analyzed. Each member of the seminar will be expected to conduct and complete a project of policy-oriented research. Consent of the instructor required.

Not offered 1978-79

William Ryon

### **Ps 768 Organization of Human Services**

An examination of the network of services and facilities designed to deal with human and social problems in urban areas; consideration will be given to public assistance programs, housing, education, family counseling, child welfare, mental health and other service programs. Focus on legislative, planning, and administrative structures which determine the patterning of these services in neighborhoods. Existing barriers and problems will be examined; methods of change in patterns of service will be considered.

Not offered 1978-79

William Ryon

### **Ps 772 Small Group Theory and Research**

This course requires a two-hour laboratory session and a two-hour seminar. In the laboratory, students will participate in a wide range of scientific experiments — sometimes as subjects, sometimes as experimenters. Data are collected and compared to those in the research literature. In the seminar session theoretical explanations are examined to determine their adequacy in accounting for the data and experiences produced in the laboratory. Seminar discussions will in addition attempt to focus on the applications of theory. A final paper constitutes a major basis for evaluation. Students are encouraged to undertake an original study for this paper although this is not required. The substantive focus includes interpersonal attraction, group goals, pressures toward conformity, norms, reference groups, decision making, conflict and communications.

Not offered 1978-79

Normon Berkowitz

### **Ps 775 Social Determinants of Individual Differences**

A multi-level analysis of the processes through which cultural values, characteristics of social structures (e.g. status, interdependence), and certain styles of interpersonal relationships influence the development and maintenance of psychological states like competence or stress, stable or unstable self-esteem, and competition or cooperation. The course will focus on doing careful theoretical analysis and then translating it into researchable questions. There will be discussion of applications to child-rearing practices as well as to



## 204 / Description of Courses

### ROMANCE LANGUAGES AND LITERATURES

educational and work settings.

Not offered 1978-79

Donnoh Conovon-Gumpert

**Ps 781-782 Current Literature in Psychology and Social**

**Structure (F, S; 3)**

The Department

**Ps 799-800 Readings and Research (F, S; 3)**

The Department

**Ps 802 Fieldwork Seminar**

Focus will be on conceptualizing field issues (e.g. problems of entry, level of intervention, strategies for change) drawn from students' involvement in the field, experience of invited speakers and readings.

Not offered 1978-79

Ramsay Liem

**Ps 900 Thesis Seminar**

The Department

**Ps 999 Doctoral Continuation**

All students who have been admitted to candidacy for the Ph.D. degree are required to register for doctoral continuation during each semester of their candidacy. This registration entitles them to the use of university facilities (library, etc.) and to the privilege of auditing informally (without record in the graduate office) courses which they and their advisors deem helpful. Tuition must be paid for courses formally audited or taken for credit.

The Department

## Romance Languages and Literatures (Rl)

### French

**Rl 001-002 Elementary French (F, S; 3, 3)**

An introduction to the study of French. This course begins with development of some of the fundamental skills: reading ability, aural comprehension and controlled oral expression. Class instruction is supplemented by optional laboratory work. The Department

**Rl 051-052 Intermediate French (F, S; 3, 3)**

Prerequisite: Rl 1-2 or its equivalent.

The prime object of this course is to consolidate previous language study into a functional body of knowledge. A review of the elements of French will be supplemented with the reading of selected texts, oral practice and optional laboratory work. The Department

**Rl 101-102 Composition, Conversation and Readings in French (F, S; 3, 3)**

Prerequisite: three to four years of solid high school preparation or two years of college preparation.

This course offers a review of syntax and grammar. Selected contemporary masterpieces will be used to develop further skill in comprehension, conversation and composition. The Department

**Rl 303 French Phonetics (F; 3)**

A practical introduction to pronunciation, sentence structure and word classes. The course is designed to help the student improve command of spoken French and to develop awareness of how the French language functions. Classwork and individual exercises will be supplemented by laboratory work. The course is particularly recommended for future teachers of French. The Department

**Rl 304 Advanced French Conversation (S; 3)**

This course is designed to give advanced students and prospective teachers of French a greater facility in the spoken language. An introduction to descriptive phonetics is integrated with exercises of pronunciation and intonation. Aural comprehension and fluency of expression will be developed through group discussion, individual exposés, taped interviews and literary recordings. This course is recommended for all students who plan to teach French. The Department

**Rl 305-306 Advanced French Composition and Introduction to Literary Analysis (F, S; 3, 3)**

The purpose of this course is to strengthen the students' mastery of French syntax and difficult grammatical problems, so that they may

express themselves correctly and accurately in expository writing. Students will be introduced to techniques of close literary analysis. This is a required course for French majors. Conducted in French.

The Department

**Rl 307-308 Survey of French Literature (F, S; 3, 3)**

Prerequisite: four years of solid high school preparation or two years of college.

An introduction to the study of French literature. Selected texts from the Middle Ages to the 20th century will be analyzed against the background of historical events and European literary movements. This is a required course for French majors, open also to other qualified students with superior linguistic preparation. This course is a prerequisite for all advanced literature courses. Conducted in French.

The Department

**Rl 309-310 Cultural Background of French Literature (F, S; 3, 3)**

This course intends to review the development of ideas with particular emphasis on social structures and political institutions from the Middle Ages to the 20th century in order to place selected literary works in their historical and social perspective and to show to what degree French literature is a social testimony. May be taken concurrently with Rl 307-308. Conducted in French.

Monique Fol

**Rl 397 Roman et Société sous le III<sup>e</sup> République (F; 3)**

Prerequisite: Rl 305, 306

The novel all while being a fiction, a product of the imagination, is by necessity bound to reality and reflects to a certain extent society and its conflicts. This course intends to study a number of novels and selections which show how the authors bear witness to reality even in their attempts to transform it or escape from it. This problem will be examined in Alain-Fournier, Camus, Colette, Gide, Malraux, Proust, Rolland, Nathalie, Sarraute, and Zola.

Monique Fol

**Rl 411-412 French Literature of the Middle Ages**

Not Offered 1978-79

**Rl 421-422 French Literature of the Renaissance (F; 3)**

A study of the historical, philosophical and literary movements which molded the French Renaissance. Selections from Marot, Rabelais, Marguerite de Navarre, the poets of the Pléiade, Agrippa d'Aubigné and others, will be read as reflections of humanistic ideals, wars of religion, and the search for the Good Life in the sixteenth century.

Betty T. Rohv

**Rl 431-432 French Literature of the Seventeenth Century**

Not offered 1978-79

**Rl 441-442 French Literature of the Eighteenth Century (S; 3)**

A study of the major writers of the Enlightenment, such as Voltaire, Rousseau, Prévost, Marivaux, Diderot, Beaumarchais and Laclos. The literature and ideas of a society on the verge of revolution.

Vero G. Lee

**Rl 451-452 Romanticism and Realism in French Literature (F, S; 3, 3)**

A study of these currents in French poetry, drama, and narrative literature of the nineteenth century, with detailed analysis of the masterpieces.

Normon Aroujo

**Rl 455-456 The Symbolist Movement in French Literature (F; 3)**

The origins of symbolism, its masters, and the characteristics of their poetry. Selected texts from Baudelaire, Verlaine, Rimbaud, Mallarmé, Rénier, and Laforgue will be analyzed. George Zoyed

**Rl 461 French Literature of the 20th Century (1920-1940) (S; 3)**

Heritage of the 19th century in literature, art, society and reading public. World War I and its effects: the search for new values, new approaches to the problem of man. Traditional writers (Gide, Mauriac, Colette, Green) continue unchanged. Dada and Surrealism (Breton) present new approaches. Increasing malaise of the 30's.

Joseph D. Gauthier, S.J.

**Rl 462 French Literature of the Twentieth Century (1940 to present)**

Not Offered 1978-79

**Rl 467 Surrealism in France (F; 3)**

Studies in Surrealism as a way of life and an artistic expression; its emergence and relation to Existentialism and the Arts. The course will focus upon the works of Apollinaire, Breton, Aragon, Eluard et al.

Joseph D. Gauthier, S.J.



**RI 481-482 French Stylistics (S; 3)**

Prerequisite: RI 305/306 or the equivalent

This course is designed to give advanced students and prospective teachers of French a grasp of stylistics, and to foster the development of individual style through the analysis of illustrative texts from the masters, and exercises in free composition.

Monique Fol

**RI 705 History of the French Language**

Not Offered 1978-79

**RI 706 Readings in Old French**

Not Offered 1978-79

**RI 715 The French Epic**

Not Offered 1978-79

**RI 716 Roman Courtois**

Not Offered 1978-79

**RI 717 Old French Lyrics**

Not Offered 1978-79

**RI 718 Middle French Lyrics**

Not Offered 1978-79

**RI 719 Satirical Literature in Medieval France (F; 3)**

Personal enmity, political rivalry, moral indignation, anticlericalism, misogyny and l'esprit gaulois as inspiration for the satirical songs of the poets, the parody of Renart, the laughter of the fabliaux, the propaganda of Jean de Meung, the *Quinze Joyes de Morioge*, and dramatization of universal folly, the mockery of Villon, and the grin of death on the *Donse Mocobre*.

Normond R. Cortier

**RI 720 The Medieval Theatre in France (S; 3)**

Development of the religious drama from Latin tropes to passion plays. The *Jeu d'Adam*, Jean Bodel's *Jeu de Saint Nicolas*, Rutebeuf's *Mirocle de Theophile*, and selections from the *Mystères de la Passion* will be read. Development of the medieval comedy in *Courtois d'Arros*, *le Jeu de la Feuillée*, *la Force de Pothelin*, and the Theatre of the Basoche.

Normond R. Cortier

**RI 723 French Lyric Poetry of the Sixteenth Century**

Not Offered 1978-79

**RI 725 Studies in Rabelais**

Not Offered 1978-79

**RI 726 Poetry of the Pléiade**

Not Offered 1978-79

**RI 727 Studies in Montaigne**

Not Offered 1978-79

**RI 731 Moralists of the Seventeenth Century**

Not Offered 1978-79

**RI 733 The Plays of Corneille (F; 3)**

A study of the foundation and theories of the Classical French Theatre, status of production and changes in scenery, the advent of Corneille in 1629. The course will consist of analysis and discussions of Corneille's major and minor works.

Joseph Figurito

**RI 734 The Tragedies of Racine (S; 3)**

The Jansenistic trend and its influence on Racine. Classical theories with more human *voisemblance*. Lecturers and discussions on the plays of the first Racine and the plays of conciliation of the prodigal son.

Joseph Figurito

**RI 736 The Comedy of Molière**

Not Offered 1978-79

**RI 741 Society and the French Enlightenment**

Not Offered 1978-79

**RI 743 Voltaire and Rousseau**

Not Offered 1978-79

**RI 744 The Eighteenth Century Theatre in France**

Not Offered 1978-79

**RI 745 The Eighteenth Century Novel**

Not Offered 1978-79

**RI 746 Diderot**

Not Offered 1978-79

**RI 751 The French Theatre in the Nineteenth Century (F; 3)**

A study of Romanticism, Realism and Naturalism in French drama of the 19th century between Hugo's *Hernani* and Antoine's *Théâtre libre*. Special attention will be devoted to the works of Hugo, Musset, Scribe, Augier and Becque.

Normon Araujo

**RI 753 Romantic Poetry of the Nineteenth Century**

Not Offered 1978-79

**RI 754 Victor Hugo (S; 3)**

The impact of Hugo's personality and creative genius on the literary evolution of his time. An examination of his role as high priest of the Romantic movement and an assessment of his contribution to the development of French poetry and prose.

Normon Araujo

**RI 755 Balzac's Human Comedy**

Not Offered 1978-79

**RI 756 Stendhal and Flaubert**

Not Offered 1978-79

**RI 758 "Contes et Nouvelles" in the Nineteenth Century**

Not Offered 1978-79

**RI 759 The Parnassian Poets**

Not Offered 1978-79

**RI 761 Baudelaire (Seminar)**

Not Offered 1978-79

**RI 763 Verlaine and Rimbaud**

Not Offered 1978-79

**RI 765 The Literature of Existentialism in France**

Not Offered 1978-79

**RI 767 Surrealism in France**

Not Offered 1978-79

**RI 769 André Gide (Seminar)**

Not Offered 1978-79

**RI 770 Malraux (Seminar)**

Not Offered 1978-79

**RI 772 The French Theatre in the Twentieth Century (S; 3)**

The important currents in modern French Drama, traced from Jarry through the contemporary "absurd" theatre and to the present time.

Vero G. Lee

**RI 773 Mallarmé**

Not Offered 1978-79

**RI 774 Péguy and Apollinaire**

Not Offered 1978-79

**RI 775 The Poetry of Claudel and Valéry**

Not Offered 1978-79

**RI 776 Evolution of French Poetry in the Nineteenth Century (Seminar)**

Not Offered 1978-79

**RI 777 Panorama of French Poetry in the 20th Century (F; 3)**

The study of the great poets of the first half of the 20th century: Valéry, Claudel, Apollinaire, Péguy, Eluard, Aragon, Saint-John Perse, Pierre Emmanuel . . . Their literary doctrines and their works. Study of their characteristic poems, their poetical message and their spiritual testimony.

George Zoyed

**RI 778 Catholic Thought in French Poetry from Baudelaire to Claudel**

Not Offered 1978-79

**RI 787 François Mauriac (Seminar)**

Not Offered 1978-79



## 206 / Description of Courses

### ROMANCE LANGUAGES AND LITERATURES

**RI 788 Albert Camus**  
Not Offered 1978-79

**RI 789 Marcel Proust**  
Not Offered 1978-79

**RI 810 Medieval Latin Literature (S; 3)**  
See course description under Courses Offered in English.  
Morio P. Simonelli

**RI 891 The Formation of Romance Literary Languages: A Comparative Study (F; 3)**  
See course description under Courses Offered in English.  
Morio P. Simonelli

## Italian

**RI 003-004 Elementary Italian (F, S; 3, 3)**  
An introduction to the study of Italian. This course begins the development of some of the fundamental skills: reading ability, aural comprehension and controlled oral expression. Class instruction is supplemented by optional laboratory work. The Department

**RI 053-054 Intermediate Italian (F, S; 3, 3)**  
Prerequisite: RI 3-4 or its equivalent.  
The prime object of this course is to consolidate previous language study into a functional body of knowledge. A review of the elements of Italian will be supplemented with the reading of selected texts, oral practice and optional laboratory work. The Department

**RI 103-104 Composition, Conversation, and Reading (F, S; 3, 3)**  
Prerequisite: three to four years of solid high school preparation or two years of college.  
This course offers a review of syntax and grammar. Selected contemporary masterpieces will be used to develop further skill in comprehension, conversation and composition. The Department

**RI 317-318 Survey of Italian Literature (F, S; 3, 3)**  
Prerequisite: four years of solid high school preparation or two years of college.  
An introduction to the study of Italian literature. Masterpieces from the Middle Ages to the 20th century will be analyzed against the background of historical events and European literary movements. This is a required course for Italian majors, open also to other qualified students with superior linguistic preparation. Conducted in Italian. Morio P. Simonelli

**RI 319-320 Cultural Background of Italian Literature**  
(see description under courses offered in English)  
Not Offered 1978-79

**RI 391 Dante. Minor Works and The Divine Comedy (Inferno) (F; 3)**  
A study of Dante's minor works for a full understanding of the Divine Comedy. Special attention will be given to the *Convivio*, the *De Monorchio*, and the *Vita Nuova* before treating the *Inferno*. The *Inferno* will be analyzed in the light of its political, religious and literary significance. Particular attention will be given to selected passages. Offered in English. The readings in the text may be done in English or in Italian. Opened to undergraduate and graduate students. Joseph Figurito

**RI 392 Dante. The Divine Comedy (Purgatorio and Paradiso) (S; 3)**  
This course is a continuation of RI 391, but it can be taken as a separate unit. The *Purgatorio* and the *Paradiso* will be discussed in the same manner as the *Inferno*. Offered in English. The readings in the text may be done in English or in Italian. Opened to undergraduate and graduate students. Joseph Figurito

**RI 510 The Birth of Italian Literature (F; 3)**  
This course will deal with the basic aspects of 13th century Italian literature. It will focus on the courtly poetry which flourished under Frederick II and with the cities and the universities of Northern Italy. Selected readings from Jacopo da Lentino, Buonagiunta Orbiciani, Guittone da Arezzo, Guinizelli, Cavalcanti and Dante. Morio P. Simonelli

**RI 511-512 Italian Literature of the Fourteenth Century**  
Not Offered 1978-79

**RI 551-552 Romanticism**  
Not Offered 1978-79

**RI 541 Goldoni (F; 3)**  
This course is devoted to the development of the Italian theatre, with emphasis on Goldoni, and the advent of the *Commedie*. The *Memoirs* will be treated in connection with his life and his art; the dramatic production. Goldoni as an observer of various aspects of human nature. Conducted in Italian. Opened to undergraduate and graduate students. Joseph Figurito

**RI 542 Parini e Alfieri (S; 3)**  
The first part of the course is devoted to the poetic works of Parini, with special attention on *Il Giorno e le Odi*. The second part deals with Alfieri and the dramatic output that comes from his vast experience of the world. The *Trogedio* in which he expresses the struggle between freedom and tyranny, and his political theories. Conducted in Italian. Opened to undergraduate and graduate students. Joseph Figurito

**RI 563 Pavese and the Generation Between the Two Wars (S; 3)**  
The work of Cesare Pavese (1908-1950) will be studied in the context of Italian culture between the First and the Second World Wars. The changing attitudes towards Fascism within the *Solario* movement as well as the history of militant anti-Fascism up to formation of the Italian Partisan Army will be analysed. Particular attention will be devoted to Pavese's "American myth" and its impact on contemporary Italian literature. Conducted in Italian. Morio P. Simonelli

## Portuguese

**RI 031-032 Introduction to Portuguese (F, S; 3, 3)**  
An intensive course for Department majors or other students with an interest in the language and culture of Portugal and Brazil. Fundamental elements of Portuguese will be assimilated rapidly. The reading and discussion of selected texts will be treated as a cultural initiation. Normon Aroujo

**RI 061-062 Conversational Portuguese (F, S; 3, 3)**  
This course is designed to improve the student's linguistic abilities. Classroom discussion and oral reports are based on literary and nonliterary readings. The Department

## Spanish

**RI 005-006 Elementary Spanish (F, S; 3, 3)**  
An introduction to the study of Spanish. This course begins with development of some of the fundamental skills: reading ability, aural comprehension and controlled oral expression. Class instruction is supplemented by optional laboratory work. The Department

**RI 011-012 Conversational Spanish for Nurses and Social Workers (F, S; 3, 3)**  
This course intends to provide the students with a basic knowledge of Spanish grammar and to develop their ability to converse in the language. Special attention will be given to the vocabulary and dialogues related to medicine, nursing and social work. The Department

**RI 021-023 Basic Conversational Spanish (F, S; 3, 3)**  
The course stresses basic grammar in basic conversational patterns. Reading and writing are kept to a minimum. Active, everyday vocabulary is used in the conversational patterns. Ernest A. Sicilione

**RI 055-056 Intermediate Spanish (F, S; 3, 3)**  
Prerequisite: RI 5-6 or its equivalent.  
The prime object of this course is to consolidate previous language study into a functional body of knowledge. A review of the elements of Spanish will be supplemented with the reading of selected texts, oral practice and optional laboratory work. The Department

**RI 105-106 Composition, Conversation, and Readings in Spanish (F, S; 3, 3)**  
Prerequisite: three to four years of solid high school preparation or two years of college preparation.  
This course offers a review of syntax and grammar. Selected con-



temporary masterpieces will be used to develop further skill in comprehension, conversation and composition. *The Deportment*

**RI 323 Spanish Phonetics (F; 3)**

A practical introduction to pronunciation, sentence structure, and word classes. The course is designed to help the student improve command of spoken Spanish and to develop awareness of how the Spanish language functions. Classwork and individual exercises will be supplemented by laboratory work. The course is particularly recommended for future teachers of Spanish. *Dione Beth Hyman*

**RI 324 Advanced Spanish Conversation (S; 3)**

This course is designed to give advanced students and prospective teachers of Spanish a greater facility in the spoken language. An introduction to descriptive phonetics is integrated with exercises of pronunciation and intonation. Aural comprehension and fluency of expression will be developed through group discussion, individual exposés, taped interviews and literary recordings. This course is recommended for all students who plan to teach Spanish.

*Dione Beth Hyman*

**RI 325-326 Advanced Spanish Composition and Introduction to Literary Analysis (F, S; 3, 3)**

The purpose of this course is to strengthen the students' mastery of Spanish syntax and difficult grammatical problems so that they may express themselves correctly and accurately in expository writing. Students will be introduced to techniques of close literary analysis. Not for graduate credit. Conducted in Spanish.

*J. Enrique Ojedo*

**RI 327-328 Survey of Spanish Literature (F, S; 3, 3)**

*Prerequisite:* four years of solid high school preparation or two years of college.

An introduction to the study of Spanish literature. Selected texts from the Middle Ages to the 20th century will be analyzed against the background of historical events and European literary movements. This is a required course for Spanish majors open also to other qualified students with superior linguistic preparation. Conducted in Spanish.

*Robert L. Sheehon*

**RI 329-330 Cultural Background of Spanish Literature (F; 3)**

The cultural and artistic achievements of the Spanish nation, from the Middle Ages to the present day, and their relation to the major trends and developments in Spanish literature. *Dione Beth Hyman*

**RI 331 A Conversational Approach to Contemporary Spain (F; 3)**

A structured treatment of post-Franco Spain, including such topics as the new Constitution, the monarchy, the republic, religion, changing mores and morals, the economy, leisure, literature, science and the arts. Discussion will be based on selected contemporary books and periodicals. Open to majors and non-majors with basic proficiency in oral Spanish.

*Robert L. Sheehon*

**RI 615-616 Spanish Literature of the Middle Ages (F, S; 3, 3)**

The origin and growth of literary genres in Spain, from the eleventh through the fifteenth century. Readings in the epic poetry, the works of Alfonso el Sabio, the Conde Luconor, *El Libro de Buen Amor*, Santillana, Jorge Manrique, and the Cancioneros of the 15th Century.

*Guillermo L. Guitorte*

**RI 631-632 Spanish Literature of the Golden Age (F; 3)**

A study of the major authors and their works, with extensive required readings.

*Ernest A. Sicilione*

**RI 651-652 Spanish Literature of the Nineteenth Century (F, S; 3, 3)**

The principal literary movements in Spain during the nineteenth century: Romantic poetry and theatre: costumbrismo and noturolismo.

*J. Enrique Ojedo*

**RI 661-662 Spanish Literature of the Twentieth Century (S; 3)**

A study of the Generation of '98 and the Modernista movement as well as the post-Civil War novel, theatre and poetry. Representative writers will include Unamuno, Baraja, Azorin, Machado, Benavente, Jiménez, Lorca, Matute, Cela and others.

*Robert L. Sheehon*

**RI 671-672 Spanish-American Literature**

Not Offered 1978-79

**RI 905 History of the Spanish Language (F; 3)**

A study of the internal and external factors which determined the

development of Spanish from spoken Latin to the modern language. Selected texts from each major period will be analyzed to illustrate the interplay of linguistic and literary problems.

*Guillermo L. Guitorte*

**RI 906 Readings in Old Spanish (S; 3)**

*Prerequisite:* RI 905 History of the Spanish Language.

Early Spanish texts will be read for their philological interest to illustrate the growth of the language from its primitive forms into a vehicle for literary expression. The interplay of linguistic and cultural factors will be analyzed.

*Guillermo L. Guitorte*

**RI 915 The Spanish Epic**

Not Offered 1978-79

**RI 916 The "Libro de Buen Amor"**

Not Offered 1978-79

**RI 917 Medieval Spanish Prose (F; 3)**

Origins and development of didactic prose: Alfonso el Sabio and the Infante don Juan Manuel. The awakening of interest in the personal: history and biography. The beginnings of the novel: *La Celestino*.

*Guillermo L. Guitorte*

**RI 918 Medieval Spanish Poetry**

Not Offered 1978-79

**RI 919 The Romancero**

Not Offered 1978-79

**RI 923 Lyric Poetry of the Golden Age**

Not Offered 1978-79

**RI 925 The Picaresque Novel of the Golden Age**

Not Offered 1978-79

**RI 927 Cervantes and "Don Quijote" (F; 3)**

A study of the man and his principal work.

*Ernest A. Sicilione*

**RI 932 The Theatre of Lope de Vega (S; 3)**

A survey of the origins and development of the Spanish theatre will be made in conjunction with the study of Lope de Vega's plays. Selected comedios of this author will be read and related to various aspects of Spanish society during the Golden Age.

*Dione Beth Hyman*

**RI 933 Calderon and the Auto Sacramental**

Not Offered 1978-79

**RI 955-956 Romanticism in Spain**

Not Offered 1978-79

**RI 957 Naturalism and Realism**

Not Offered 1978-79

**RI 958 The Age of Galdos**

Not Offered 1978-79

**RI 961 Spanish Poetry of the Twentieth Century (F; 3)**

The evolution of theme and esthetics commencing with the Generation of '98-Modernist poets, through the Vanguardia era, to the poetry of the post-Civil War period. Will include such poets as Unamuno, los hermanos Machado, Jiménez, Guillén, Lorca, Aleixandre, Alberti, Hernández, Bousño, et al.

*Robert L. Sheehon*

**RI 962 Spanish Theatre of Ideas-1898-1936**

Not Offered 1978-79

**RI 963 The Generation of '98**

Not Offered 1978-79

**RI 966 Contemporary Spanish Drama (since 1939)**

Not Offered 1978-79

**RI 967 Contemporary Spanish Novel (Since 1939) (S; 3)**

A study of the most important works of Cela, Gironella, Belibes and Matute, with emphasis on the problem of censorship and stylistic and thematic trends in the contemporary novel.

*Robert L. Sheehon*

**RI 973-974 Lyric Poetry in Spanish America**

Not Offered 1978-79



## 208 / Description of Courses

### ROMANCE LANGUAGES AND LITERATURES

#### **RI 975 Contemporary Novelists of Spanish America (S; 3)**

Readings in the works of Asturias, Carpentier, Cortázar, Fuentes, García Márquez, and Vargas Llosa. Study of the transformation of the regionalistic and nationalistic subjects into the search for personal responsibility, the creation of atmosphere and of fictional metaphysics. *Guillermo L. Guitorte*

#### **RI 810 Medieval Latin Literature (S; 3)**

See description under Courses offered in English.

*Morio P. Simonelli*

#### **RI 891 The Formation of Romance Literary Languages: A Comparative Study (F; 3)**

See description under Courses offered in English.

*Morio P. Simonelli*

#### **RI 993 The Spanish American Essay from the Independence Till the End of the XIXth Century**

Not Offered 1978-79

#### **RI 972 Ruben Dario**

Not Offered 1978-79

## Romance Literature Courses Offered in English

#### **RI 319-320 Cultural Background of Italian Literature**

Not Offered 1978-79

#### **RI 352 Comparative European Renaissance Poetry**

Not Offered 1978-79

#### **RI 353 Rabelais and the Modern World**

Not Offered 1978-79

#### **RI 354 Cervantes and "Don Quijote"**

A study of the man and his principle work. Historical, cultural, and literary backgrounds will be discussed. *Ernest Siciliono*

#### **RI 355 The Italian Heritage**

Not Offered 1978-79

#### **RI 358 Classical Paris Recaptured (S; 3)**

The Morois section of Paris, at its height in the 16th through 18th centuries, has been undergoing a face-lifting since 1964. This course will examine the artistic, literary, and political merits of the Morois, both past and present, through slides and lectures. Selected readings will be assigned in literature, history, and the fine arts.

*Betty T. Rohv*

#### **RI 366 The Theatre of Sartre**

Not Offered 1978-79

#### **RI 367 The Surrealist Movement in France**

Not Offered 1978-79

#### **RI 368 Calderon and the Auto Sacramental**

Not Offered 1978-79

#### **RI 370 Gide to Robbe-Grillet**

Not Offered 1978-79

#### **RI 372 Contemporary French Theatre**

Not Offered 1978-79

#### **RI 373 The Formation of Modern West-European Culture: 10th-14th Centuries**

Not Offered 1978-79

#### **RI 375 The Battle of the Sexes in Medieval Literature (F; 3)**

Selections from Abelard and Heloise, Walter Mapes, Tristram et Iseut, Lancelot, Flomenco, the Romance of the Rose, Adam of Arras, the Lamentations of Matheolus, the Arch-priest of Hita, Boccaccio, Deschamps, The Fifteen Joys of Morrioge, Chaucer, Villon, and the Petit Jeon de Sointrè will be discussed.

*Normond R. Cortier*

#### **RI 379-380 The Age of Humanism in Europe**

Not Offered 1978-79

#### **RI 381 Woman in 20th Century French Literature: Myth and Reality**

Not Offered 1978-79

#### **RI 383-384 Paleography and Textual Criticism**

Not Offered 1978-79

#### **RI 385 The Golden Age of Quixotic Chivalry (S; 3)**

The launching of impossible crusades; the knight errant's quest of personal glory; gallant amazons and the rescue of ladies in distress; heroes and traitors in a world of magic and enchantment, governed by the capricious wheel of Fortune and described by witnesses of the Middle Ages. *Normond R. Cortier*

#### **RI 389 Dante. Minor Works and The Divine Comedy (Inferno) (F; 3)**

See description under Italian Offerings.

*Joseph Figurito*

#### **RI 390 Dante's Divine Comedy**

Not Offered 1978-79

#### **RI 392 Dante. The Divine Comedy (Purgatorio and Paradiso) (S; 3)**

See description under Italian Offerings.

*Joseph Figurito*

#### **RI 393 Boccaccio and the Middle Ages**

Not Offered 1978-79

#### **RI 395 Pirandello**

Not Offered 1978-79

#### **RI 396 Teaching of Modern Languages (S; 3)**

Analysis of approaches and methods in modern language teaching. Presentation of the specific techniques, including the use of the language laboratory. Emphasis is placed on specifying behavioral objectives and evaluation procedures. *Rebecca M. Volette*

#### **RI 790 Reading and Research (F, S; 3, 3)**

Supervised reading within specific areas, for the solution of individual problems of research. This course may be taken only with the permission of the chairperson.

By arrangement

*The Department*

#### **RI 801 Thesis Seminar (F, S; Cannot count toward doctoral course credits)**

Individual work under tutorial supervision, to assist the student with problems of research related to the writing of the thesis.

By arrangement

*The Department*

#### **RI 802 Thesis Direction (F, S; 0, 0)**

A non-credit course for those who have received six credits for Thesis Seminar but who have not finished their thesis. This course must be registered for and the continuation fee paid each semester until the thesis is completed.

By arrangement

*The Department*

#### **RI 804 Trends in Contemporary Foreign Language Education**

Not Offered 1978-79

#### **RI 807 Methods of Teaching Foreign Languages at the College Level (F; 1)**

This course will be required of all Teaching Assistants and will be open to other students with permission of the professor. The course will count for one credit and may run one or two semesters.

*Rebecca M. Volette*

#### **RI 810 Medieval Latin Literature (S; 3)**

Prerequisite: Classical Latin and one Romance Language.

This course will involve a study of tenth to thirteenth centuries Medieval Latin Literature versus the vernacular. *Morio P. Simonelli*

#### **RI 891 The Formation of Romance Literary Languages: A Comparative Study (F; 3)**

From Latin to Romance. The development of Vulgar Latin into the Neo-Latin languages, illustrated by the comparative study of early French, Provençal, Italian, Spanish and Portuguese texts.

*Morio P. Simonelli*

#### **RI 999 Doctoral Continuation**

All students who have been admitted to candidacy for the Ph.D. degree are required to register for doctoral continuation, and pay the fee, during each semester of their candidacy. The registration entitles them to the use of University facilities (library, etc.) and to the privilege of auditing informally (without record in the graduate office) courses which they and their advisors deem helpful. Tuition must be paid for courses formally audited or taken for credit.



## Bi-lingual Education Courses

### RI 391 Caribbean History and Culture (S; 3)

This course will deal with the social, economic and cultural history of the main islands of the Caribbean. It will also consider the impact of the Caribbeans on the American scene. *The Department*

### RI 394 Methods in Bi-lingual Education (S; 3)

This course will explore the history, methods and materials of bi-lingual education. It will deal with some of the problems of the new minorities and how education can help in dealing with them. *The Department*

## Speech Communication and Theatre (Sa)

### Speech Communication Basic Theory and Performance Courses

#### Sa 099 Introduction to Communication (F; 3)

This is a survey course designed to introduce students to the four main divisions in communication studies. Attention will be devoted to pivotal concepts in oral communication and the practical application of theoretical concepts. This is a performance as well as theory course. Open to Freshmen. Sophomores may be admitted with the prior consent of the instructor. *Donald Fishmon*

*Dormon Picklesimer, Jr.*

#### Sa 100 Fundamentals of Effective Oral Communication (F, S; 3)

This basic course is concerned with informal speaking in committee, conference and other discussional situations. Interpersonal relations in these processes are studied. Students also gain experience in narration (story telling) and demonstration, expository speaking. *The Department*

#### Sa 101 Formal Speaking in Public (F, S; 3)

Concentration on the effective preparation and delivery of such classical speech types as expository, occasional, persuasive and argumentative addresses. Attention is given to various modes of speaking, including extemporaneous, impromptu and manuscript methods. A considerable use is made of recordings, so that students may evaluate their own progress. *Donald Fishmon*

*Dormon Picklesimer, Jr.*

#### Sa 102 Techniques of Argumentation (F, S; 3)

This course will be concerned with uniting traditional argumentation theory and modern decision theory to formulate a conceptual framework for problem solving and decision making in advocacy. It will attempt to equate conflicting values which relate to problems of administration, policy making and implementation of policy alternatives. These methods will combine theories of decision making and problem solving with persuasive uses of language in the context of conflict, controversy and cooperation. *Daniel Rohrer*

#### Sa 103 Influence and Action, Further Elements of Persuasion (F; 3)

How and why audiences are persuaded to accept a speaker's viewpoint with experience in applying principles to classroom speaking situations. *Dormon Picklesimer, Jr.*

#### Sa 104 Interpersonal Communication (S; 3)

This course is based upon the premise that most of the communication in which people engage is interpersonal rather than public. It relates more closely to the day-to-day communication needs of contemporary society. Student participation in this course ranges from dyadic (one to one) communications to formal situations. The course is divided into three sections: (1) know self, (2) know others, and (3) know the message. Both verbal and non-verbal communication techniques stressed. *Dormon Picklesimer, Jr.*

#### Sa 105 Man and Communication I (F; 3)

A historical survey of communication theories and practices in Western cultures up to the Twentieth Century. *John H. Lowton*

*Dormon Picklesimer, Jr.*

#### Sa 106 Man and Communication II (S; 3)

This course is designed to serve the interest of students concerned

with assessing recent findings in communication theory. The focus of the course is on the development of explanatory models for complex communication events. Critical attention will be directed at verbal reasoning skills and nonverbal factors in communication transactions. Special emphasis will also be given to interpersonal trust, self-disclosure, and communication breakdowns in small group situations. The approach of the course is multi-dimensional, drawing on the literature of speech and the related arts and sciences. *Donald Fishman*

#### Sa 107 Voice and Diction for the Electronic Media (S; 3)

Over the last twenty-five years professionals in the electronic media, whether in arrangement or in performance, have abandoned local and regional dialects and pronunciation patterns. General American speech has become standard and clear articulation an accepted practice. Professionals are no less concerned with flexible and pleasant speaking voices. The department schedules Sa 107 so students who are seriously interested in electronic media careers may reach acceptable speech standards and also develop their skills in interpreting script of many varieties. *Gail-Anne McGroth*

## Advanced Courses

#### Sa 201 Persuasive Argumentation (S; 3)

See Instructor for prerequisite

This course provides students with training in the analysis of argued questions, the discovery of issues, the evaluation of evidence and the preparation of logical argumentation, audience analysis and adaptation of argument to specific audiences. Students may participate in a program of symposia and debates before community organizations in all parts of the nation. *John H. Lowton*

#### Sa 206 Group Dynamics (S; 3)

This course concentrates on the problem-solving process using the group discussion method. While both sociological and psychological aspects are considered, the emphasis in the course is on group and interpersonal communication techniques. Attention is given to participation and leadership in problem-solving and policy making discussions. *Dormon Picklesimer, Jr.*

#### Sa 210 Conflict and Controversy in American Public Address (F; 3)

The role of public address in the resolution of major conflicts in American political and intellectual history. *Dormon Picklesimer, Jr.*

#### Sa 212 Freedom of Speech, Press and Association (S; 3)

Students will survey limitations on free expression which are operative in American society, and consider the historical, philosophical and legal background of such limitations. Attention is focused on the free speech theories which have emerged in the 20th century decisions of the U.S. Supreme Court. During these years of political disputes and economic crisis, the individual's freedom of expression in the public forum will be investigated. *Daniel Rohrer*

#### Sa 213 Media Law (S; 3)

This course will examine the constitutional and regulatory framework controlling the electronic media. Emphasis will be placed on the philosophical premises underlying the system of freedom of expression as well as the current operational difficulties. Attention will be focused on topics dealing with (1) legal protection in broadcasting news and opinion (2) the right of access to the media (3) standards for judging the public interest (4) cable television. Completion of Sa 212 or consent of the instructor is required. *Donald Fishmon*

#### Sa 214 Campaign Rhetoric (F; 3)

This course involves studies in the rhetoric used by Presidential and Congressional aspirants. It considers the making of issues, the developing of issues, rhetorical strategy and tactics in election speech-making, and the meeting and avoiding of issues. *Daniel Rohrer*

#### Sa 215 Rhetoric of Contemporary Political Conflict (F; 3)

This course employs video tape and frequent guest lecturers, speech writers and political officials to analyze the power struggles between the executive, legislative and increasingly, with Watergate, the judicial branches of the American government. These conflicts usually deal directly or indirectly with peace and war since they deal with the basic question: Are we going to emphasize our domes-



## 210 / Description of Courses

### SPEECH COMMUNICATION AND THEATRE

tic or military needs? Through the use of video tape students analyze the speaker's style, delivery, how effectively the speech was adapted to the audience, the truthfulness of the content and the overall effectiveness of the speaker in terms of the immediate and universal audiences.

*Daniel Rohrer*

#### **Sa 216 The Rhetoric of the Dusk (S; 3)**

Class focuses on the current revival in occult practices which has produced its own persuasive apologists. Class analyzes the preachments of several Satanic cults and reviews the pronouncements of the White Witches, the Warlocks, the Black Witches and related groups. What is the derivation of these creeds and how is the present revival linked to past re-emergences? Students are also concerned with the significance of this revival for contemporary society. In addition to the background lectures of the two professors and the screening of relevant films, students will hear guest lecturers who will join them in appraising the current revival in the occult.

*John H. Lowton*

#### **Sa 217 Public Platform: The Pathfinders Women and Communication 1860-1920 (F; 3)**

This is a course designed for lecture and discussion on women educators, writers, artists and labor organizers of the late 19th and 20th Centuries. The course will be approached from the point of view of effective persuasive communication.

*Mory T. Kinnone*

#### **Sa 219 Rhetoric of Zionism (S; 3)**

This course focuses on the development of Zionism in America. The course is designed to examine the conversion experience of American Jews to Zionism as well as the integrationist and separatist tendencies in Zionist ideology. The orientation of this examination centers on the convergence of theories of ethnic group activity and theories about the rhetorical strategies of social movements. The approach of the course is both rhetorical and sociological.

*Donald Fishmon*

### The Mass Communication Media

#### **Sa 320 Mass Media: Survey in the 20th Century (F; 3)**

This survey course will examine the nature, scope, and function of the mass media in America. Attention will be placed on both print and the electronic media and an attempt will be made to formulate rhetorical interpretations about the impact of the media on various segments of American life. Special emphasis will be given to the development of an access principle, a re-assessment of the fairness doctrine, and recent license renewal challenges. Consideration will also be given to the broader themes that are raised by transformations in the media during the 1970s.

*Donald Fishmon*

#### **Sa 321 Radio: An Introductory Course (F; 3)**

Areas to be studied include: history of radio, the Federal Communications Commission, broadcast law, radio station operation and radio programming. Practical experiences center on audio production and performance, newswriting, and commercial writing.

*Martin LoMonoco*

*Morilyn Motelski*

#### **Sa 322 Television: An Introductory Course (S; 3)**

Areas to be studied include: history of television, the Federal Communications Commission, broadcast law, television station operation and television programming. An important part of the course is television production and performance.

*Martin LoMonoco*

#### **Sa 325 Introduction to Film (Criticism) (F; 3)**

Class is concerned with the critic's role in evaluating cinema as artistic and meaningful communication. Attention is given to such essentials of film production as the script, characterization, dialogue, setting and direction which must be appraised by the critic as he or she evaluates a motion picture. Other central factors, including photography, editing, montage, decor and animation also receive attention. Class members, assuming the critic's role, undertake sequence by sequence analyses of selected excerpts. In this process they concentrate on film masterpieces as well as on pretentious failures. During the final weeks of the course students view several contemporary films and present their own complete and carefully organized critiques. The professor is joined in the class by several distinguished critics who discuss their role with the students. Discussion and open forum insure an educative experience for all concerned.

*John H. Lowton*

#### **Sa 328 Introduction to Journalism (F; 3)**

In a general survey course on how to read and write for newspapers and magazines, we will be focusing most of our attention on the Boston media. Students will learn how articles and publications are put together, how orders of priorities are decided, how writing styles can be improved. Learning how to read critically is a byproduct of this course. Students will be required to write an interview story, a news feature, an on-the-spot feature, a column or review, and a final in-depth report. Leaving campus to pursue stories will be a necessity. Students will also be expected to keep abreast of the world's day-to-day news and events.

*Arnold Reisman*

#### **Sa 329 Special Program Concepts in the Electronic Media, The Interview, The Talk Show and Political Speaking (F; 3)**

Firstly this class is concerned with the techniques to radio and television interviewing. Next attention is centered on the talk show concept and various program types are analyzed. Several talk show hosts in the Greater Boston area will discuss major problems which have confronted them, and the solutions which they employed. Special attention is given to the techniques of handling an audience-participation talk show.

During the final weeks of the course class members will study effective political speaking on radio and television and reconsider the techniques of such persuasive media performers as Franklin D. Roosevelt, John F. Kennedy and Senator Wayne Morse (Oregon). In addition to this study of models students may prepare and video tape their own persuasive speaking.

As the course ends all students will submit a documented essay on a topic approved by the professor.

#### **Sa 330 Performance on Radio and Television (F; 3)**

This course is concerned with the several performance areas in the broadcast media. Primary attention is on news, commercial and script announcing. The criteria employed in the critical evaluation of performance is also studied.

*Martin LoMonoco*

#### **Sa 331 Problems in Television News and Public Affairs Broadcasting (S; 3)**

Prerequisite: Sa 322, Sa 328, Sa 453.

Equivalent experience must be cleared with the instructor before permission to enter the course can be granted.

This course is an intensive study of the production techniques, writing, and management of television news operations. In addition to attending lectures and other presentations, the class will gather, write, edit, and produce news material in programs to be recorded at the College's closed-circuit production studio during the semester. Students must be prepared to spend at least two or three hours per week in lab times to be arranged in the first class meeting. Guest lectures by local television news and public affairs personalities will highlight the course meetings during the semester.

*Martin LoMonoco*

#### **Sa 332 Broadcast Writing (F; 3)**

Writing of various types of materials for broadcast use. The course will emphasize those skills necessary for entry level positions which require writing skills. Types of continuity to be studied will be news, commercial copy, and dramatic writing for both radio and television. The role of the writer in a production will also be discussed.

*Martin LoMonoco*

*Morilyn Motelski*

#### **Sa 333 The Television Documentary (F; 3)**

This course explores the past 25 years of documentaries, news specials and investigative reports on television. As we view in class several examples from the vaults of CBS, NBC, ABC and the public broadcasting network, we will be concentrating on three areas: the changing history of style and content in TV documentaries, a survey of the process of the making of a TV documentary, and the art of analyzing and critiquing a TV documentary. Written reviews will be required. We will also be examining the genesis of one independently-made film in a guest lecture.

*Arnold Reisman*

#### **Sa 334 The American Film: Influencing Action in the Business and Political Communities (F; 3)**

This course is concerned with the role of films in shaping public opinion and influencing decision making. Students will view and analyze moving pictures released by agencies in the Federal Government with a view toward arousing sympathetic public response. Various documentaries circulated by Department of the Interior,



Defense and Health, Education and Welfare will be given special attention. Network documentaries such as "The Secret War" and "Hunger in America" will also be shown and discussed. Attention will be given as well to advertising and documentaries released by business concerns. Thus, the thrust of the course is to broaden student understanding of the cinema as a significant agency in influencing public opinion.  
*John H. Lawton*

**Sa 335 Survey of Creative European Film Makers (3)**

Course centers upon brilliant innovators and traditionalists among the European directors since 1947. Included among others are Resnais, Antonioni, Truffant, Fellini, Bergman, Reed.

**Sa 337 Film Propaganda: The Cinema of War and Peace, Poverty and Racism (S; 3)**

This course is concerned with the role of propaganda in creating and sustaining a war climate. World War II and the Vietnamese conflict receive particular attention, and the class focuses upon the electronic media, analyzing their impact on the American public. Students also evaluate the effectiveness of film and television programming combating racism and warring on poverty. Selected films and television documentaries are viewed, techniques analyzed, and effects, if any, on national policy making are determined.  
*John H. Lowton*

**Sa 339 Advertising Law (F; 3)**

This course will concentrate on the legal and regulatory framework within which the field of advertising must function. It will include the problems of the right of privacy in advertising; the need for public disclosure in advertising, promotion without contractual commitment or accidental liability; the scope and limits of regulator agencies; the advantages and disadvantages of greater regulation over the advertising media; rights and limits on deceptive, false and subliminal advertising; the question of whether networks or stations should be compelled to accept paid editorials; and whether a requirement of free time and equal time should be placed upon the broadcasting media for any reason.  
*Daniel Rohrer*

**Sa 440 Introduction to Media Advertising (F; 3)**

A survey of advertising practices and procedures, this course will deal with the development of the advertising campaign. Topics to be covered will include the organization of the advertising agency and its relationship with the client; the determination of an advertising budget; selection of the best media for the presentation of a particular client's advertising message, including print, electronic, outdoor, and point of purchase advertising; advertising message design and the production of print and non-print materials, and advertising research.  
*Martin LoMonoco*

**Sa 442 Commercial Media Writing, The Press (S; 3)**

*Prerequisite:* Ability to write.

This course focuses on how to bring salesmanship into your writing style, how to market specific commodities, how to persuade an audience or certain consumers to accept your product and your personality. We will concern ourselves with the field of advertising copywriting and the general idea of public relations and promotions. This is all directed to the print media only, and not radio or TV. We will trace the course of ad and publicity.  
*Arnold Reisman*

**Sa 444 Commercial Writing for Television and Radio (S; 3)**

This course is concerned with an exploration and verbal techniques employed in advertising specific goods and services via the electronic media. The principles for employing photography, typography, and design effectively in a filmed commercial are reviewed. Both the structure and the phrasing of the spoken message on television and radio are analyzed in terms of their persuasiveness for particular viewing and listening audiences. Consumer attitudes and behavior as well as psychological mechanisms upon which the effectiveness of commercials depend receive attention. Late in the course public service copy and announcements are considered in appropriate detail.

Since this is a writing workshop, class size is restricted.

Mr. Richard Joslin who will teach this course is a commercial writing specialist for the electronic media with Batten, Barton, Durstine, Osborn. Class is open only to such majors who have completed Sa 322, Sa 332, Sa 440.  
*Richard Joslin*

**Sa 446 Photo Journalism (F; 3)**

This course is concerned with the essentiality of photography in creating a meaningful and attention winning news story. Students in

this course are required to do field work of an increasingly challenging nature, and are evaluated on their skill in incorporating film and narrative in one story.  
*The Department*

**Sa 447 Commercial Time Sales in the Local Market (S; 3)**

This course is concerned with the sales of commercial time to business concerns, manufacturers and other agencies in the local market. The professor will concern himself with the analysis of the market, various types of commercials available and the adapting of such commercials to the needs of prospective advertisers. Mr. John Davison, who will teach this course, is the General Sales Manager of Channel 4 — a station with the most impressive record for the sale of commercial time in New England.

Department majors requesting this course should have completed Sa 322, Sa 332, Sa 334.  
*John Davison*

**Sa 448 Radio and TV Station Management (F; 3)**

Management techniques and the relationship of management to station personnel are analyzed in this particular course. A department faculty member handles class work; however, several TV and radio station managers present lectures in pertinent areas.  
*The Department*

## **Advanced Course Work in the Media**

**Sa 449 Comparative Broadcast Systems (S; 3)**

A survey of the national and international communications systems. Emphasis is on the control and operation of radio and television in the various countries of the world and on world communications problems.  
*The Department*

**Sa 450 Broadcasting - A Critical Evaluation (S; 3)**

An exploration of contemporary radio and television from a critical viewpoint. An appraisal of network and local station programming policies and program content - including entertainment, news, public affairs and children's programs. Also being studied are broadcasting economics, advertising and the business corporation; legal regulations; and the sociological impact of the media.  
*The Department*

**Sa 453 Advanced Journalism: Reviewing (S; 3)**

*Prerequisite:* Ability to write, or Introduction to Journalism.

Students will learn how to compose their critical thoughts and let their individual styles come through their writing in this course, which deals explicitly with reviewing films, plays, concerts, albums, books, art, dance, restaurants, television programming and the news media. In a sense, although most efforts will be channeled into improving concepts of writing and analysis, this course by its very nature will assume the role of an arts appreciation seminar. Desire and willingness to develop expertise in this area is imperative. Students will be expected to write 8-10 reviews and/or articles geared to the formats of newspapers, magazines or Sunday Supplements.  
*Arnold Reisman*

**Sa 455 Criticism and the News Media (S; 3)**

*Prerequisite:* Ability to write

In this course we will examine how the daily press, local television stations, national publications and special-interest magazines cover the world of arts and entertainment. We will discuss the various aspects and schools of thought dealing with reviews and critiques. Students will be expected to write reviews in the following areas: film, theatre, music, books. If time permits, students will also be required to write an in-depth news feature focusing on some specific aspect of the arts.  
*Arnold Reisman*

**Sa 457 Senior Seminar in the Media (S; 3)**

This course will focus on selected problems in the media. During the 1977-78 term, attention will be devoted to: (1) New Journalism (2) Childrens Television (3) Politics and the Media. This course is open to senior majors; limited enrollment of other students with the prior consent of the instructor.  
*Donald Fishmon*

**Sa 520 Media Workshop (S; 3)**

This program is open to communication majors in junior and senior year only and provides them with partial internships in the media, including radio and television stations, newspapers, periodicals and various areas of film industry. In a few instances internships in media-oriented public relations firms are available to students.



## 212 / Description of Courses

### SPEECH COMMUNICATION AND THEATRE

#### **Sa 521 Media Workshop II (S; 3)**

Additional apprenticeship training in the media is available for departmental majors for a second semester. *The Department*

#### **Sa 522 Media Workshop III (S; 3)**

Further experience in mass media and allied areas. *The Department*

#### **Sa 523 Media Acting and Interpretation (F; 3)**

Prerequisite: Approval of professor

This course, which adapts acting and reading techniques to electronic media performance is important for students who are interested in radio and television acting and interpretation. Some studio training is available in these areas, and attention is given as well to the oral performance of the newscaster in radio and television. Audio and video tapes are available for approved original projects. Because of its nature this class must be limited to upper class majors in communication and theatre who have completed their basic course work. *J. Poul Morcoux*

#### **Sa 595.01 Honors Program in Communication (F; 3)**

Candidates for the department Honors program are selected in the first semester of the junior year. They decide upon their project and, with the guidance of the professor who handles this course, they narrow their proposal as may be necessary. They also complete a bibliography, prepare a detailed outline of their project and submit it for the professor's approval. Those who complete this preparation successfully may move on to Sa 596.01 which is scheduled for the first semester of the senior year.

#### **Sa 596.01 Honors Program in Communication (S; 3)**

In this course students undertake the necessary research and investigation demanded by their project. They then submit documented reports to their faculty advisor who is free to require such revisions as he or she may consider necessary.

#### **Sa 597.01 Reading and Research in Communication**

Junior and senior majors doing research and program work for media should sign up under this course title.

## Theatre

#### **Sa 140 Introduction to the Theatre (F; 3)**

A general course which emphasizes factors influencing form and content in dramatic literature. Attention is also given to director's, actor's, and designer's roles in modern theatre practice. *Daniel LoPento*

#### **Sa 141 Oral Interpretation of Literature (F; 3)**

A basic communication course dealing with the principles and techniques of the oral performance of literature. Emphasis will be on methods of literary analysis, logical and emotional content of literature and performance techniques. Various types of literature will be examined from the standpoint of aesthetics as well as communication. *J. Poul Morcoux*

#### **Sa 144 Elements of Theatre Production (F; 3)**

A lecture-laboratory course designed for the student of theatre who wishes to become competent in the areas of stagecraft, lighting, make-up, costume, stage properties, theatre administration. Emphasis is placed on concentrated practicum work and involvement in the Boston College Dramatics Society productions. *Daniel LoPento*

#### **Sa 145 History of Theatre I (F; 3)**

This course follows the simultaneous development of the actor, playwright, architect and director from the Dionysian theatre to the theatre of Shakespeare. *Joseph M. Larkin, S.J.*

#### **Sa 146 History of Theatre II (S; 3)**

Prerequisite: Sa 145

Course deals with the theatre from Restoration century to 1900. Growth of the American theatre and developing European forms are considered. *Joseph M. Larkin, S.J.*

#### **Sa 147 Modern Theatre (S; 3)**

Theatrical and literary analysis of a sixty year period of drama ranging from Henrik Ibsen (1890) to Edward Albee (1950). Modern theatre in both Europe and America is studied with a concern for the historical, social, cultural implications of drama in terms of man's

relationship to nature, society, work, himself, and the past. In addition to lectures and discussions of plays a variety of media will be employed: films, slides, scene cuttings in class, field trips to theatres and plays in the Greater Boston Area. *Joseph M. Larkin, S.J.*

#### **Sa 252 Creative Dramatics (F; 3)**

Creative Dramatics is a discipline of theatre and education which concerns itself with informal dramatic activity for children. Students will be trained to become creative dramatics leaders skilled in the use of improvisation, pantomime, movement, storytelling, and puppets. Weekly workshops, during class time, will be used to develop and reinforce these skills. Emphasis is placed on the development of spontaneous informal play as a loosely structured imaginative form of personal expression. *J. Poul Morcoux*

#### **Sa 253 Stage Lighting and Design (S; 3)**

A study of the artistic and practical elements involved in preparing a stage setting. A course in which the practical and artistic users of stage lighting will be investigated. The history of scene design and its relation to other art forms will be studied. *Daniel LoPento*

#### **Sa 256 Black Theatre: Its Contemporary Literature (F; 3)**

The purpose of the course is to introduce students to contemporary black playwrights and the forms these playwrights employ to communicate their message. Particular emphasis will be placed on the social purpose of the playwrights as well as on their creative process. *The Department*

#### **Sa 257 Black Theatre: Presenting the Play in the Black Community (and elsewhere) (S; 3)**

Work in the second semester will grow organically out of the first. Plays including unpublished manuscripts, studied in the first semester, will be reviewed from the production standpoint. In the concluding portion of the course, class members will select a play, produce it and present it in the black community and elsewhere. *The Department*

#### **Sa 259 Children's Theatre (S; 3)**

Techniques and methods of producing a wide variety of children's plays from the traditional to the experimental is the concern of this course. Students in the class will become members of the Boston College Children's Theatre Company and have a variety of opportunities to produce a children's play that will tour Boston College Learning Center Schools. Special consideration given to the problems of production: scenery, costumes, touring shows. *Daniel LaPento*

#### **Sa 342 Theory and Practice of Acting I (F; 3)**

This introductory course will be concerned with the fundamentals of acting. The techniques of observation, imagination, concentration and sensory recall will receive attention. Employment of voice and body in developing characterization will be studied. *Joseph M. Larkin, S.J.*

#### **Sa 343 Play Direction I (F; 3)**

A course in the fundamentals of script analysis, blocking and interpretation. Investigation of various schools and techniques of play direction. *Daniel LoPento*

#### **Sa 348 Analysis and Performance of Dramatic Literature (S; 3)**

Prerequisite: Sa 141, or permission of the instructor.

This course presupposes a basic understanding of oral interpretation (See Sa 141) and/or performance experience. Emphasis will be on contemporary approaches to group interpretation including Readers Theatre and Story Theatre. A public performance will climax classroom work in the selection, analysis, and rehearsal of special materials. *J. Poul Morcoux*

#### **Sa 350 Theory and Practice of Acting II (S; 3)**

Prerequisite: Sa 343 or permission of instructor.

This course will concentrate on scripted materials and on building specific characterizations. Some attention will be given to the various styles of acting appropriate for pre-modern drama. *J. Poul Morcoux*

#### **Sa 351 Play Direction II (F; 3)**

Prerequisite: Sa 343

A continuation of Sa 343, this course will stress performance. The student will be expected to prepare several scenes for class evaluation and discussion. *J. Poul Morcoux*



**Sa 454 Playwriting (S; 3)**

Permission of instructor required.

This is a laboratory course dealing with the basic elements of the playwright's art. A fully developed short play will be required. Some of these will be given a public production.

Joseph M. Lorkin, S.J.

**Sa 456 Speech and Theatre Activities for the Exceptional Child (S; 3)**

This course concerns itself with developing and implementing a comprehensive program in speech and theatre for the handicapped child in special education or regular classes. The recreational and therapeutic effects of such activities as creative dramatics, oral reading, choral speaking, puppetry and formal dramatics are carefully considered. Emphasis is on adjusting methodology in speech and theatre education for children with special needs and abilities. Speech improvement at various educational levels is also an important consideration. Class demonstrations, observation, guest lectures, and laboratory experiences are an integral part of this course, which may be taken for special education or for speech communication and theatre credit.

J. Poul Morcoux

**Sa 458 The American Play: Art or Reality (S; 3)**

The course deals with the place of the American Drama in the 20th Century society, and the effect of that society on the artist. The seminal playwrights such as O'Neil, Williams, Miller, Wilder and Albee will be covered in depth, as will the works of lesser dramatists such as Hellman, Odets and Behrman.

Daniel LoPento

**Sa 460, Sa 461, Sa 462 Theatre Production Practicum (S; 1)**

Each major must enroll in this course in the second semester of each year. It is a lab course encompassing all forms of technical crew assignments in Dramatic Society productions. Basic skills will be developed. It will be on a pass/fail basis. At least three crew assignments are needed to fulfill major requirements.

\*Transfer students and double majors will be given more than one credit if they work more than one crew a year in order to fulfill requirements.

The Department

**Sa 464 Experimental Theatre (S; 3)**

Prerequisite: Sa 146, Sa 147 or permission of the instructor.

An intensive study of several European playwrights who have helped to establish trends in the contemporary theatre. Major emphasis will be on the work of Brecht, Beckett, Ionesco, Genet and Pinter. Some attention will also be given to the experimental work of Grotowski, Brook, Chaikin, Beck and others. The course will critically examine movements such as "theatre of the absurd", "theatre of the grotesque", "theatre of cruelty", "theatre of ritual", and others.

J. Poul Morcoux

**Sa 555 Theatre Aesthetics and Dramatic Criticism (S; 3)**

Prerequisite: Sa 146, Sa 147 or permission of the instructor.

Historical and contemporary theories of art as they apply to the theatre are considered. Criteria for judging relative values of current theatrical theory receive attention.

Joseph M. Lorkin, S.J.

**Sa 595.02 Honors Program in Theatre (F; 3)**

Candidates for the department Honors program are selected in the first semester of the junior year. They decide upon their project and, with the guidance of the professor who handles this course, they narrow their proposal as may be necessary. They also complete a bibliography, prepare a detailed outline of their project and submit it for the professor's approval. Those who complete this preparation successfully may move on to Sa 596.02 which is scheduled for the first semester of the senior year.

**Sa 596.02 Honors Program in Theatre (S; 3)**

In this course students undertake the necessary research and investigation demanded by their project. They then submit documented reports to their faculty advisor who is free to require such revisions as he or she may consider necessary.

**Sa 598 Research and Reading in Theatre (F, S; 3)**

Prerequisite: Senior standing and 12 credit hours in theatre.

The Department

## Speech Pathology and Audiology

**Sa 171 Phonetics (S; 3)**

A study of the International Phonetic Alphabet with work in transcription.

Gail-Anne McGrath

**Sa 172 Introduction to Speech Pathology (F; 3)**

A study of common speech handicaps with concentration on articulation, delayed speech and stuttering.

Gail-Anne McGrath

**Sa 180 Language Acquisition (F; 3)**

Prerequisite: Sa 171 and 172

An overview of the underlying physiological, psychological and perceptual processes involved in language development, as well as environmental influences. Study of theories of language acquisition and the developmental patterns seen in normal emergence of language abilities.

Barboro Bond

**Sa 270 Anatomy and Physiology of the Vocal Mechanism (F; 3)**

A study of the anatomy, physiology and neurology of the vocal mechanism. Class lectures are supplemented by laboratory experience and patient presentations.

Howard Zubick

**Sa 273 Audiology I (F; 3)**

Prerequisite: Sa 171 and 172

A study of audiometric testing and diagnosis.

Howard Zubick

**Sa 274 Diagnostic Procedures (S; 3)**

Prerequisite: Sa 171 and 172

An introduction to testing procedures in speech and language evaluation.

Barboro Bond

**Sa 275 Articulation: Theories and Therapies (F; 3)**

Prerequisite: Sa 171 and 172

A concentrated study of the prevalent speech defects including a review of current literature. Emphasis on clinical evaluation and rehabilitation techniques. Field study.

Lindo Rosen

**Sa 376 Clinical Practice (F, S; 0, 0)**

Prerequisite: Permission required

A program of supervised therapy in the public school system for Elementary Education majors.

Barboro Bond

**Sa 377 Clinical Practice (F; 3)**

Prerequisite: Permission required

A program of supervised therapy.

Barboro Bond

**Sa 378 Clinical Practice (S; 3)**

Prerequisite: Permission required

A program of supervised therapy.

Barboro Bond

**Sa 380 Seminar in Clinical Methods (S; 3)**

Prerequisite: Sa 274

Monitored practice in methods of test administration and interpretation necessary for skillful speech and language evaluation.

**Sa 481 Audiology II (S; 3)**

Prerequisite: Sa 273

Advanced pure tone testing procedures. In depth discussion of discrimination as it pertains to effective use of amplification. Introduction to auditory and visual input modalities as they apply to the aural rehabilitation process.

Howard Zubick

**Sa 483 Aphasia: Theories and Therapies (S; 3)**

Prerequisite: Sa 274

A general introduction to language disorders associated with the cerebral vascular accident. Diagnostic and rehabilitation considerations. Field Studies.

Michael Curran

**Sa 485 Stuttering: Theories and Therapies (F; 3)**

Prerequisite: Sa 274

An introduction to current and historical theoretical approaches to the problem of stuttering. Review of the therapy approaches with particular emphasis on more recent research and treatment methods.

Lindo Rosen

**Sa 487 Language Disorders in Children (S; 3)**

Prerequisite: Sa 180 and Sa 274

Discussion, reading, and examination of materials covering the phenomenon of language pathology in children. Study of etiology, differential diagnosis, and theoretical and practical approaches to language therapy based upon an understanding of the normal language acquisition process.

Lindo Rosen



## 214 / Description of Courses

### SLAVIC AND EASTERN LANGUAGES

#### **Sa 489 Organic Disorders of Speech (F; 3)**

Prerequisite: Sa 274

Introduction to phonemic and voice disorders resulting from maxillo-facial and laryngeal abnormalities. Discussion of tests and materials used in evaluating individuals with organic disorders. In depth study of therapeutic measures. Linda Rosen

#### **Sa 595.03 Honors Program in Speech Pathology (F; 3)**

Candidates for the department Honors program are selected in the first semester of the junior year. They decide upon their project and, with the guidance of the professor who handles this course, they narrow their proposal as may be necessary. They also complete a bibliography, prepare a detailed outline of their project and submit it for the professor's approval. Those who complete this preparation successfully may move on to Sa 596.03 which is scheduled for the first semester of the senior year.

#### **Sa 596.03 Honors Program in Speech Pathology (S; 3)**

In this course students undertake the necessary research and investigation demanded by their project. They then submit documented reports to their faculty advisor who is free to require such revisions as he or she may consider necessary.

#### **Sa 399 Research and Reading in Speech Pathology and Audiology (F, S; 3)**

Prerequisite: Permission required.

The Department

## Slavic and Eastern Languages (Sl)

The Department of Slavic and Eastern Languages administers courses in the following areas:

General Linguistics and Literary Theory  
Slavic Languages and Literatures  
Oriental Languages and Cultures

#### **Sl 003-004 Elementary Russian I/II (F, S; 4, 4)**

This is a course for beginners which stresses thorough training in Russian grammar, accompanied by reading exercises and elementary composition.

Michael J. Connolly  
Patricia Sulzman

#### **Sl 009-010 Elementary Chinese I/II (F, S; 4, 4)**

An introduction to the speaking, reading, character writing, and comprehension of the modern Chinese literary language (Mandarin). Additional conversation and language-laboratory work required.

Ting Yueh-hung

#### **Sl 011-012 Russian Practicum: Elementary I/II (F, S; 3, 3)**

The Department

#### **Sl 017 Arabic Language and Culture (S; 3)**

An introduction to the language, history, literature and cultural background of the Arabic-speaking world.

Somir F. Ibrahim

#### **Sl 051-052 Intermediate Russian I/II (F, S; 3, 3)**

#### **Sl 053-054 Intermediate Intensive Russian I/II (F, S; 6, 6)**

A review of major difficulties in Russian grammar, followed by extensive practice in the reading, translation, and paraphrase of selected Russian texts. The intensive version of this course, required for all Russian majors and recommended for all students who wish to go beyond the intermediate level, provides additional treatment of the grammar with drills and conversation.

Michael J. Connolly  
Elena Semeka-Pankratova

#### **Sl 057-058 Russian Practicum: Intermediate I/II (F, S; 3, 3)**

The Department

#### **Sl 059 Readings from Russian Intellectual History (S; 3)**

Increasingly rapid and intensified reading of original Russian texts for students of Russian history, philosophy, and political science who already have a basic grasp of Russian grammar and vocabulary and who are interested chiefly in attaining familiarity with the terminology and structure of the literature in their major area of study.

The Department

#### **Sl 200 Russian Culture and Civilization (F; 3)**

The early periods of Slavic civilization, the culture of Kievan Rus'; the development of Russian folklore, literature, art and music from the end of the Tatar yoke through the Soviet period.

Lectures and readings in English.

Lawrence G. Jones

#### **Sl 205 Tolstoy and Dostoevsky (in translation) (S; 3)**

A comparative presentation of Russia's two major writers. Their different perceptions of reality, their views on art, civilization, Christian ethics, etc., are discussed in connection with their principal novels. Lectures and readings in English.

Offered biennially

Irina Agushi

#### **Sl 206 Society, Language and Communication (S; 3)**

Problems and studies in linguistic science presented for students of neighboring disciplines; modern theories of sound, form and meaning; the nature of language and linguistic structures; linguistic and cultural change. Original language-oriented research is an essential part of the course.

Offered triennially

Michael J. Connolly

#### **Sl 208-209 Advanced Russian I/II (F, S; 3, 3)**

A complete review of the fine points of Russian grammar with abundant exercises, intensive practice in reading, translation from English into Russian, and correct expository composition.

Conducted in Russian.

Irina Agushi

#### **Sl 215 (Th 166) Eastern Mythologies (F; 3)**

The analysis of myths and the religious structures of Ancient Egypt, Mesopotamia, Iran, India (Brahmanic, Buddhist, and Hindu traditions), South East Asia, and the three major Far Eastern mythologies of China, Japan, and Tibet.

The course examines basic and universal concepts in the mythological source materials such as the creation of the universe, the creation of man, the deluge, the structure of the universe, the dying and resurrected god, and the cultural hero. The course also presents theoretical considerations for the study of mythology as a scientific pursuit: the interrelation of myths, religion, and ritual practice; the role of myth in the history of mankind and the influence of myth on our consciousness today; myths in the Orient and myths in the West; the symbolic code; different contemporary methods for the exegesis of myths.

Eleno Semeko-Pankratova

#### **Sl 216 (En 198) Poetic Theory (F; 3)**

Traditional and contemporary theories of prosody and metre will be described and analyzed within the framework of modern structural and generative approaches to languages as well as from the viewpoint of (Russian) Formalism. Textual material will be mainly English, although students may present texts in any language for required papers.

Lawrence G. Jones

#### **Sl 220 Russian Poetry in Translation (F; 3)**

The structure and themes of nineteenth- and twentieth-century Russian poetry will be discussed and compared and contrasted with the American, English and European literatures of the same period. Lectures and readings in English.

Offered biennially

Lawrence G. Jones

#### **Sl 221 (Th 198) The Language of Liturgy (S; 3)**

The application of structural linguistic techniques to an analysis of liturgical form both in the poetic-religious context of the language of worship and in the broader semiotically based systems of non-verbal symbolism (music, gesture, vestments and appointments). Some original research is required.

Offered biennially

Michael J. Connolly

#### **Sl 222 Classics of Russian Literature (in translation) (F; 3)**

A survey of works by major representatives of Russian literature in the period from Pushkin to Chexov.

Lectures and readings in English.

Offered biennially.

Irina Agushi

Elena Semeka-Pankratova

#### **Sl 223 Soviet Literature (in translation) (F; 3)**

Readings, critical analysis, and discussion of the works of representative Soviet writers and poets from Makism Gorkij to Aleksandr Solzhenicyn and the recent Soviet clandestine press.

Lectures and readings in English.

Offered biennially.

Irina Agushi

Elena Semeka-Pankratova



**SI 224 (Th 182) Mythology and Religion in India (S; 3)**

A survey of major periods and schools of Indian religion from the middle of the second millennium B.C. down to the present day; Vedic religion, Brahmanism, Buddhism, Jainism, and the two major developments of Hinduism (Vishnuism and Shivaism).

The course approaches the subject matter from several aspects: roots and historical development; dogmatics; philosophy; monastic life; rituals and religious ceremonies; symbolism in religious art and its interpretation; the influence of the religion on social institutions (most notably, the caste system).

Questions of religious philosophy, mythology, ritual, and cosmological-cosmographical notions are discussed on the basis of broad typological comparisons with some Asian, African, and native American religious systems.

*Eleno Semeko-Ponkrotovo*

**SI 302 Applied Russian Style (S; 3)**

Effective composition in various genres and modes of expression on original themes, the stylistic analysis of Russian literary, journalistic, scientific, political, and folk texts. Lectures, readings and papers entirely in Russian.

*Eleno Semeko-Ponkrotovo  
Irina Agushi*

**SI 305 History of the Russian Literary Language (F; 3)**

Prerequisite: A thorough knowledge of Russian.

The ways in which words and stylistic norms have been used in successive periods of Russian literature from the *slovo o polku Igoreve* through Pushkin and the Russian classics to the modern Soviet era. Selected readings will form the basis of lectures and analyses, and a major research paper will be required.

Offered biennially *Lawrence G. Jones*

**SI 307 Russian Drama (F; 3)**

A close study of selected works in this genre from Fonvizin through Tolstoj, Chexov, Blok and Majakovskij to the modern theatre. The structure of the drama and the techniques of the romantic and the realist will be examined. Lectures and readings will be entirely in Russian.

Offered biennially *Irina Agushi*

**SI 308 Dostoevskij and Tolstoj (S; 3)**

A study and analysis of realism in the works of two of Russia's most influential writers. Readings and selected criticism. Conducted in Russian.

Offered biennially *Irina Agushi*

**SI 309 Seminar in 19th-Century Russian Poetry (F; 3)**

A detailed study of the style, structure and thematic content of works from a selected group of major 19th-century Russian poets: a) Pushkin and Lermontov; b) Tjutchev, Fet and Nekrasov; c) Blok and the Symbolists. Readings in Russian. Seminar paper required on each of the poets covered.

This seminar may be repeated for credit.

Offered biennially *Lawrence G. Jones*

**SI 310 Seminar in 20th-Century Russian Poetry (F; 3)**

A detailed study of the style, structure and thematic content of works from a selected group of major 20th-century Russian poets: a) Xlebnikov and Majakovskij; b) Pasternak and Axmatova; c) Voznesenskij and the latest generation of Soviet poets.

Readings in Russian. Seminar paper required on each of the poets covered.

This seminar may be repeated for credit.

Offered biennially *Lawrence G. Jones*

**SI 311 General Linguistics (F; 3)**

An introduction to the history and techniques of the scientific study of language in its structures and operations: articulatory and acoustic phonology, morphological analysis, and historical reconstruction.

*Michael J. Connolly*

**SI 312 The Indo-European Languages (S; 3)**

An introduction to the techniques for a comparative-historical study of the phonology, grammar and etymology of the classical Indo-European languages.

Offered triennially *Michael J. Connolly*

**SI 314 Old Persian and Avestan (S; 3)**

Seminar in ancient languages, I. The language of the Achaemenid cuneiform inscriptions and the related earlier dialect of the Zoroastrian Zend-Avesta.

Offered triennially *Michael J. Connolly*

**SI 316 Old Church Slavonic (F; 3)**

The origins and development of the Slavic languages; the linguistic structure of Old Church Slavonic and its relation to modern Slavic languages illustrated through readings in Old Church Slavonic texts.

*Michael J. Connolly*

**SI 317 Old Russian (S; 3)**

Prerequisite: SI 316 or its equivalent.

An intensive study of the grammar of Old Russian and an introduction to readings in the literature of Russia from the Kievan period on. The philology of Old Russian texts.

*Lawrence G. Jones*

**SI 318 Style in Russian Literature (F; 3)**

A study of Russian abstract expression and a familiarization with the subtleties of syntax, vocabulary, and style in literary genres through extensive analytic reading in Russian classics and imitative composition. Lectures and readings will be entirely in Russian.

*Irina Agushi*

*Eleno Semeko-Pankratova*

**SI 319 Russian Poetry (F; 3)**

The history of Russian poetry from the 18th century through the Futurist and Symbolist movements to poetry of the contemporary scene. The purpose of the course is to acquaint the student with the critical problems related to the study of poetry including structure, imagery, and theme. Individual works are analyzed for their intrinsic values as well as for their reflection of particular problems related to a historical period.

Offered biennially *Lawrence G. Jones*

**SI 320 Pushkin and Gogol' (F; 3)**

Close readings of the major works of Pushkin and Gogol' as well as related works of Lermontov. Individual literary techniques and styles are studied along with the background of Russian romanticism and the transition of Russian realism. Conducted in Russian.

Offered biennially *Irina Agushi*

**SI 321 Turgenev and his Contemporaries (F; 3)**

The aesthetic and ideological values of Turgenev's works; Turgenev's role in literary circles of the mid-19th century in Russia and abroad. Students also explore writings of the period (e.g. Goncharov and Ostrovskij) for their polemical and ideological content. Conducted in Russian.

Offered biennially *Irina Agushi*

**SI 327 Sanskrit (S; 3)**

Seminar in ancient languages, II. The grammar of the classical language of India, supplemented through reading selections from the classical literature and an introductory study of comparative Indo-Iranian linguistics.

Offered triennially *Michael J. Connolly*

**SI 328 Classical Armenian (S; 3)**

Seminar in ancient languages, III. A grammatical analysis of Armenian grammar, the classical literary language current from the fifth century A.D. Sample readings from the Classical Armenian scriptural, patristic, liturgical, and historical texts.

Offered triennially *Michael J. Connolly*

**SI 332 The Russian Short Story (F; 3)**

The development and structure of the Russian *rosskoz* and *povest'* from the sixteenth through the twentieth centuries. Readings in Russian.

Offered triennially *Lawrence G. Jones*

**SI 333 Introduction to the West Slavic Languages (S; 3)**

A structural sketch of the major grammatical and phonological features of Czech, Polish and Slovak. Inductive reading will serve to supplement lecture materials.

Offered biennially *Lawrence G. Jones*

**SI 334 Introduction to the South Slavic Languages (S; 3)**

A structural sketch of the major grammatical and phonological features of Serbo-Croatian, Slovenian, Bulgarian and Macedonian. Inductive reading will serve to supplement lecture materials.

Offered biennially *Lawrence G. Jones*



## 216 / Description of Courses

### SOCIOLOGY

#### SI 335 Early Russian Literature (S; 3)

Prerequisite: A reading knowledge of Old Church Slavonic or of Old Russian.

The development of Russian literature from the Kievan period, through the Tatar yoke, the rise of Muscovy, and Petrine reforms, down to the end of the eighteenth century. Through an examination of the structure and content of the original texts, the course traces the unique interplay of foreign genre and culture in both ecclesiastical and secular literature with the expression of native themes typified in the folk tradition.

Lowrence G. Jones

#### SI 336 Seminar in Soviet Literature (S; 3)

Studies based on the works of leading Soviet writers, including Bulgakov, Pasternak, Babel', Zoshchenko, Solzhenicyn, Aksenov, Maksimov, and others.

All lectures, readings, and papers in Russian.

Offered biennially. Eleno Semeko-Ponkrotovo

#### SI 337 Comparative Slavic Linguistics (3)

Prerequisite: A familiarity with Old Church Slavonic and with general linguistic technique and terminology.

Selected studies in the philology of early Slavic texts, the history of Slavic language groups, and descriptive formulations of Slavic linguistic phenomena.

Michael J. Connolly

#### SI 338 Tolstoj and Solzhenicyn (3)

Significant works by Lev Tolstoj and Aleksandr Solzhenicyn, two 'witnesses of their times', will be read and analyzed in the light of their respective political and social views, leading themes, religious philosophies, literary techniques, and views on the role of women in society.

Conducted in Russian.

Irino Agushi

#### SI 339 Semiotics and Structure (F; 3)

Theoretical and practical considerations for the use of modern semiotic and structural techniques in the analysis of para-linguistic systems, literature, mythology, and other products of social communication.

Lowrence G. Jones

Michael J. Connolly

Eleno Semeko-Ponkrotovo

#### SI 340 Linguistic Dialectology (S; 3)

An examination of the synchronic and diachronic relationships among dialects and affiliated language groups. Examples come from a wide variety of language areas and types.

Edword Pollock

### Research Courses

The following tutorials and courses of reading and research are intended solely for students who have exhausted present course offerings or are doing thesis work on advanced topics. The precise subject matter and scheduling are determined by arrangement and such courses may be repeated for credit.

#### SI 390 Tutorial: Russian Language (F, S; 3, 3)

By arrangement.

Irino Agushi

Eleno Semeko-Ponkrotovo

#### SI 391 Tutorial: Russian Literature (F, S; 3, 3)

By arrangement.

Irino Agushi

Lawrence G. Jones

#### SI 392 Tutorial: General Linguistics (F, S; 3, 3)

By arrangement.

Michael J. Connolly

Lawrence G. Jones

#### SI 393 Tutorial: Mandarin Chinese (F, S; 3, 3)

By arrangement.

Ting Yueh-hung

#### SI 394 Tutorial: Slavic Linguistics (F, S; 3, 3)

By arrangement.

Lawrence G. Jones

Michael J. Connolly

#### SI 791 Russian Literature: Reading and Research (F, S; 3, 3)

By arrangement.

Irino Agushi

Lawrence G. Jones

#### SI 792 Linguistics: Reading and Research (F, S; 3, 3)

By arrangement.

Michael J. Connolly

Lowrence G. Jones

#### SI 794 Slavic Linguistics: Reading and Research (F, S; 3, 3)

By arrangement.

Lawrence G. Jones

Michael J. Connolly

## Sociology (Sc)

### Core

#### Sc 001 Introductory Sociology (F, S; 3)

An introduction to the basic principles and perspectives of sociology, with some emphasis on the study of American society.

The Department

#### Sc 003 Introductory Anthropology (F, S; 3)

An introduction to the field of anthropology, including physical and social anthropology, ethnography, and cross-cultural studies.

Felicio Ekejiubo

Jeanne Guillemain

#### Sc 022 Crime in America (F, S; 3)

An introductory course in criminology for students who have had little prior exposure to a course in sociology. A critical view of the criminal law, the volume and the cost of crime, the dilemma of the police, the court, and correctional institutions in contemporary societies — here and abroad.

Benedict S. Alper

Stephen J. Pfohl

#### Sc 030 Deviant Behavior (S; 3)

An exploration of basic issues in social deviance and social control. The development and control of deviant behavior, statuses and identities are examined in terms of the twin social processes of institutionalization and stratification. Major perspectives will be considered; mental illness, corporate and government crimes, drug use and alternate sexual life-styles will be discussed.

Stephen J. Pfohl

#### Sc 041 Race Relations (S; 3)

An examination of race and ethnic relations in a mass society with emphasis on the minority community, systems of power and domination, racial and ethnic ideologies in relation to processes of social change.

Seymour Leventmon

#### Sc 051 Power in Contemporary Society (S; 3)

An examination of types of power (force vs. authority); power bases (charisma, tradition, bureaucracy); problems of power (loss of authority); uses and abuses.

Ritchie P. Lowry

#### Sc 061 American Religious Institutions (S; 3)

Description and analysis of the organization and dynamics of churches, sects, and cults in American society.

John D. Donovan

#### Sc 081 The Social Animal (F; 3)

A first course in social psychology, the study of human behavior in group settings. Topics will include aggression, conformity, interpersonal attraction, prejudice, and other forms of human interaction. Open to freshmen and sophomores only.

Michael A. Molec

#### Sc 083 Alienation in American Society (S; 3)

An examination of the concept of alienation; an examination of the theories of alienation. Utilizing varied theoretical perspectives, we will then examine particular conditions in modern industrial society that have led to man/woman's estrangement and show some ways both creative and destructive in which men and women have responded to that estrangement.

Shorlene J. Hesse

#### Sc 090 Changing Africa (F; 3)

The course examines the processes of change and transition in African societies, particularly the impact of 'foreign factor' economy through modernization and development programs.

Felicio Ekejiubo

#### Sc 091 Changing America (F; 3)

An introduction to the study of social change. Major components of the change process are analyzed as they apply to contemporary



American society and predicted future trends here, and in the Third World.  
*Paul Gray*

**Sc 097 Death and Dying (F; 3)**

An introduction to thanatology from a sociological perspective. Topics to be considered are: nursing homes, causes of death, the process of dying, euthanasia, the funeral industry, the hospice movement, bereavement, grief, mourning, the psychological autopsy, suicide, and the concept of social death.  
*John B. Williamson*

## Required for Majors

**Sc 100 Principles of Sociology (F; 3)**

An advanced introductory course for majors in sociology.  
*Martin D. Lowenthal*

**Sc 200 Statistics (F, S; 3)**

An introduction to descriptive and inferential statistics. Topics include: measures of centrality and dispersion; association and correlation; probability and hypothesis testing.  
*Dorothy Wolker*  
*Michael A. Molec*

**Sc 210 Methods of Social Research (F, S; 3)**

Theory and method in social research; research designs and techniques; exercises in selected research procedures.  
*Poul Groy*  
*Shorlene J. Hesse*  
*Dovid A. Korp*

**Sc 215 Sociological Theory (F, S; 3)**

The development of theory from the beginning of the 19th century to the present.  
*Severyn T. Bruyn*  
*Seymour Leventman*

## Electives

**Sc 123 Juvenile Delinquency (F; 3)**

The etiology of delinquency; history of the juvenile court and correctional process; the Gault decision and its implications for change; alternatives to institutionalization; prediction and prevention. Visits will be made to a juvenile court and to facilities for adjudicated delinquents.  
*Benedict S. Alper*

**Sc 127 Childcare and Corrections I (F; 3)**

The course will include theory of therapy used in the care of children including the emotionally disturbed, classroom work, and field training in a children's treatment center. Requirements include 15 hours per week practicum. Close supervision will be given to a journal and field experience. Enrollment is limited with consent of instructor required.  
*Johan Westerkomp*

**Sc 128 Childcare and Corrections II (S; 3)**

Continued exploration into therapeutical practices. Special attention will be given to comparative treatment centers as well as case preparation for treatment conferences.  
*Johan Westerkomp*

**Sc 129 Sex Roles: A Cross-Cultural Perspective (F; 3)**

An exploration of the ways in which cross-cultural variations in sex roles might be attributed to the technological levels of society, to age and youth, to child-rearing methods, rights to distribution of valued goods and the relation of the sexes to rituals and symbols. Analysis of the effect of the variables on the status, self-perception and the social visibility of women and their degrees of decision-making. Implications for sex roles in industrial society will be examined.  
*Felicio Ekejiuba*

**Sc 130 Deviant Social Action (F; 3)**

An introduction to collective deviance in human society — deviant voluntary groups and social movements (e.g., Gay Liberation, Ex-drug addict groups, secret societies), social protest activities, mobs, riots, and revolutions. Why, where, when and how does collective deviance occur, who participates in it, and what effects does it have?  
*Dovid H. Smith*

**Sc 134 Population Problems and World Hunger (S; 3)**

An introduction to the basic components necessary to an understanding of population problems — mortality, fertility, migration, government policy. Specific focus on the moral, legal and political ramifications of the abortion controversy. The second half of the

course is devoted to analysis of the causal factors underlying food shortages and famine in Third World countries.

*Paula G. Leventman*

**Sc 137 Population and Ecology (F; 3)**

A study of the problems related to the interrelationship between population processes and the physical and social environment; historical and present day trends in population growth with special emphasis on third world countries; international and internal migration; sex, race, and class differences in fertility and mortality.

*Sharlene J. Hesse*

**Sc 142 North American Indians (S; 3)**

Variations in tribal culture according to geographical "culture areas," will be covered in detail. The history of Indian-white relationships from colonial times to the present day appearance of the "city Indian" will be considered.  
*Jeanne Guillemin*

**Sc 145 Primitive Religions (S; 3)**

An examination of the ideology and practices of primitive religions and their relationship to human behavior and social order. An analysis of symbolic codes in such areas as myth, rituals of healing, rites des possoges, and altered states of consciousness (trance, divination, meditation and possession). Special reference to religious pilgrimages, sufism, voodoo, protest, and anti-witchcraft movements.

*Felicio Ekejiuba*

**Sc 150 Sociology of Conflict (F; 3)**

An analysis of the origins, nature and consequences of conflict in human interaction. Special attention to war, revolution, and the use and misuse of the police and the military.  
*Ritchie P. Lowry*

**Sc 152 Citizen Participation, Voluntary Associations, and Social Movements (S; 3)**

An introduction to the history, meaning, nature and current activities of voluntary groups and social movements covering social services, occupations, religious, leisure as well as protest.

*Dovid H. Smith*

**Sc 154 Sociology of Medicine (F; 3)**

The organization of medical care; the structure of the professions providing medical services (education and training, professional associations, competition between various professional groups); client-professional relationships, and the structure of hospitals and clinics.  
*Lynda Lytle Holmstrom*

**Sc 160 Sociological Study of Religion (F, S; 3)**

An analysis of religion as a social phenomenon. The major topics covered are: the functional definition of religion, the social articulation of religion, in an historical-evolutionary perspective, the problem of religious institutionalization, religion in modern society. The course is geared to the formulation of concepts and sociological insights that may be helpful to the understanding of present-day religious situations.  
*Theodore Steemon, O.F.M.*

**Sc 165 Anthropology of Law (F; 3)**

A cross-cultural study of legal codes and processes, emphasizing native African systems, North American Indian lawways, and other traditional means of community-based social controls. Field work in the courts and police departments of Boston and local townships required.  
*Jeanne Guillemin*

**Sc 166 Structure of the Black Family (F, S; 3)**

The course is an interdisciplinary approach to investigating 1) the nature and impact of racism on black family structure, function and dynamics; 2) the role the black family can play in the struggle against racism; and 3) the implications for the black family.

*Richard Cooper*

**Sc 167 Sociology of Teaching (F; 3)**

A description and analysis of the changing roles of the teacher and of the social and psychological aspects of the teaching process.

*John D. Donovan*

**Sc 170 Political Sociology (F; 3)**

This course is designed to provide an understanding of the social requisites of democratic systems, of how class and ethnic factors influence political processes, and of some of the sociological parameters of foreign policy decisions.  
*Paula G. Leventman*



## 218 / Description of Courses

### SOCIOLOGY

#### **Sc 175 Urban Society (F; 3)**

An examination of the theories of development of urban society. Special focus given to (1) the ecology of urban growth, (2) social organization patterns within the city, (3) urban political governance, and (4) the potential role of social research and social planning for improving urban social movements.

Martin D. Lowenthal

#### **Sc 176 Political Economy of Race (F, S; 3)**

Basic principles of economics and politics are utilized to probe beneath the surface of the social myth of race. The course is an analysis of race-relations in light of the growth and development of capitalist production in Europe and America. The rise of racism is examined with respect to structural changes in the world economy.

James E. Floyd

#### **Sc 180 Social Psychology (S; 3)**

An introduction to the major theoretical schools: Gestalt, Reinforcement, Role, Psychoanalysis, and Field Theory with an emphasis on empirical findings regarding socialization, interpersonal influence, and processes in small groups.

Michael A. Molec

#### **Sc 185 Interaction in Everyday Life (S; 3)**

An analysis of various social interaction and social role theories and their relationship to the investigation of the organized routines of everyday practices of the members of the society; verbal and non-verbal interaction; issues such as authority and power, conflict, trust, privacy, embarrassment and the like, in everyday life.

Dovid A. Korp

#### **Sc 196 Aging and Society (F; 3)**

An introduction to the sociology of aging. Topics to be considered are: the biology of aging, the psychology of aging, sexuality and aging, friendship and family relationships, changes in status and power, retirement, and victimization of the elderly.

John B. Williamson

#### **Sc 250 Perspectives on War, Aggression and Conflict Resolutions (F; 3)**

An exploration from an interdisciplinary perspective of various alternatives to war, evaluated on the basis of both practical and ethical criteria. Topics include ethics of war and conflict, mutual deterrence, arms control and disarmament, economic conversion, world government, regionalism, and nonviolent resistance.

Ritchie P. Lowry

#### **Sc 251 Perspectives on War, Aggression and Conflict Resolutions (S; 3)**

Ritchie P. Lowry

#### **Sc 299 Reading and Research (F, S; 3)**

Independent research on a topic mutually agreed upon by the student and professor. Professor's written consent must be obtained prior to registration.

By arrangement

The Department

#### **Sc 301 Urban Affairs Symposium (S; 3) also Ec 396, Hs 201**

Prerequisite: Completion of one of the following or their equivalent: Ec 394, Hs 565, Po 311, Sc 175.

This course provides the core of the Urban Affairs concentration and is required of those students in the program. The purpose of the course is to bring together students, faculty, and practitioners, from a wide variety of disciplines and endeavors, to address the problems currently facing our metropolitan centers. Problems such as urban unemployment and poverty, political fragmentation, housing and transportation will be considered. Such problems shall emerge and response will be designed in the context of a "gamed" environment in which students take on roles and actions which a simulated city would require. Through the use of gaming simulation techniques in conjunction with the usual lectures and discussion groups the integrated and "interdisciplinary" nature of urban phenomenon will emerge. Hopefully, solutions to urban difficulties which remain hidden from the restricted vision of single disciplines will appear.

Penny Feldman

Martin D. Lowenthal

Robert Wallace

Allen Wakstein

#### **Sc 326 Crime in Literature (F; 3)**

For students of sociology and literature who are interested in jointly exploring the literary and sociological implications of criminal

behavior, from Cain through Capote. Student papers will provide the basis for class discussion.

Benedict S. Alper

John J. McAleer

#### **Sc 327 Childcare Supervision I (F; 3)**

The course aims to develop theory, methodology and analysis of supervising attitudes and procedures in the childcare and corrective field. Designed for those who have taken Sc 127 and Sc 128, the course is also open to students who have equivalent backgrounds.

Johan Westerkamp

#### **Sc 328 Childcare Supervision II (S; 3)**

Johan Westerkamp

#### **Sc 330 Deviance and Social Control (F; 3)**

An advanced study of deviance and social control; a critical review of major theoretical and research frameworks; an examination of the process of "becoming deviant" and a discussion of current strategies of social control.

Stephen J. Pfohl

#### **Sc 363 Women at Work (F; 3)**

An examination of the current issues involving women's participation in the labor market: The combination of family and career roles; the social and psychological adjustments of different groups of women; the social and political forms of sex discrimination. A cross-cultural perspective will be utilized in our exploration of these issues.

Sharlene J. Hesse

#### **Sc 365 Sociology of the Legal Profession (S; 3)**

A description and analytical study of the changing work culture of the American lawyer.

John D. Donovan

#### **Sc 366 Social Problems of the Economy (F; 3)**

An exploration of the relationships between social problems and the economic order and how certain economy structures generate social problems and how those problems may be solved in part by creating alternative structures. We will consider such problems as pollution, drug addiction, crime, prostitution, unemployment, maldistribution of wealth, welfare, and economic domination.

Severyn T. Bruyn

#### **Sc 378 Introduction to Social Work (F, S; 3)**

A broad survey of the field of social work, starting with a brief discussion of human behavior. We then deal with individuals, groups and communities. In addition to a consideration of social work methodology, we will examine the historical roots, value foundations and mod operandi of the settings in which social work is practiced.

Dwight S. Adams

Albert F. Honwell

#### **Sc 422 Topics and Issues in Criminology (F, S; 3)**

By arrangement with instructor.

Benedict S. Alper

#### **Sc 461 Sociology of Art (S; 3)**

Beginning with a cross-cultural approach to the social functions of art, the course will deal with the relationship between the social role of the artist and his or her community and with the corporate structures which regulate communication between artist and contemporary audiences (museums, galleries, educational institutions).

Jeanne Guillemin

#### **Sc 472 Social Stratification (S; 3)**

An examination of various theories of social stratification as well as empirical studies of class, status and power differences in American society.

Paula G. Leventman

#### **Sc 491 Modernization and Development (S; 3)**

The course presents a variety of theories of social and political development, using case studies drawn primarily from Africa and Latin America. Emphasis is placed on the part played by emerging institutions of the Third World in meeting the challenges of modernization.

Paul Gray

#### **Sc 510 Field Research in Criminology, Deviance and Social Control (S; 3)**

An exposure to the substantive and methodological issues revealed in the field study of deviance and its control in "natural settings." A discussion of major research projects employing observational methods or in-depth field interviews as means of collecting data on such diverse deviant groups as muggers, white collar offenders, drug addicts, strippers and the mentally ill and on social control agents from psychiatrists and police officers to government officials. Stu-



dents will be required to engage in an original field research investigation.  
Stephen J. Pfohl

**Sc 511 Field Work Methods (F; 3)**

This course will allow graduate students to formulate field research projects and pursue those projects under the guidance of the instructor. Case studies from the anthropological and sociological literature will be used as examples of research methods.

Jeanne Guillemin  
David A. Korp

**Sc 512 Computer Application in Social Research**

A training in the use of program packages oriented toward statistical analysis of large masses of data. Specific packages will be discussed and students will be expected to run programs. No previous experience with computers is assumed but a background in statistics is recommended.  
To Be Announced

**Sc 529 Sociology of the Family and Sex Roles (S; 3)**

An analysis of the sociological theories and research dealing with the family with particular attention to its relation to the broader society and the internal dynamics. Considerable emphasis on the interconnections between these aspects and changing sex roles.

Lynda Lytle Holmstrom

**Sc 540 Minorities and Marginality (F; 3)**

An examination of the effects of mass society on conventional ethnic and racial minorities as well as "other minorities" such as those based on age, sex, political belief, physical disability and moral stigma. Various theories and types of social marginality will be presented. Policy implications for institutional responsiveness to problems of marginality will also be explored. Seymour Leventman

**Sc 541 Ethnic Groups in the City (S; 3)**

Focusing on ethnic groups in American society, the course examines and analyzes, sociologically, the responses of ethnic groups, as minorities, to the special character and problems of contemporary urban (and suburban) life. Seymour Leventman

**Sc 545 Economic Anthropology (F; 3)**

An exploration of how non-Western societies organize their resources for production, distribution and exchange, as well as plan for long-term use and conservation. An examination of how economic motives, activities and behavior are fused with other types of social behavior leading to an understanding of the relationship between cultural behavior to available resources and patterns of resource use. Felicia Ekejiuba

**Sc 549 Social Problems Theory and Policy (S; 3)**

Brief history of the development of popular beliefs and scientific theories about social problems, from evil-equals-evil to blaming-the-victim myths, including deviancy, disorganization, and functional analysis. Ritchie P. Lowry

**Sc 570 Politics and Society in Comparative Perspective I (F; 3)**

A year-long course designed for graduate students and social science majors, which offers a systematic analysis of major concepts in political sociology. Examples are drawn from contemporary events in the United States and the Third World. Each semester is self-contained therefore students may enroll for only one semester.

Paul Groy  
Paula G. Leventman

**Sc 570 Politics and Society in Comparative Perspective II (S; 3)**

Paul Gray  
Paula G. Leventman

**Sc 597 Work and Personality in the Middle Years (F; 3)**

An analysis of the aging processes in middle life and their demographic, psychological, and sociological implications for familial, occupational, and other institutions. John D. Donovan

**Sc 660 Sociology of Religion (F; 3)**

An examination of the interrelationships of religion and social life with emphasis on the social forms and conditions of religious life.

Theodore Steeman, O.F.M.

**Sc 703 Multivariate Statistics (S; 3)**

We will cover both bivariate and multivariate statistical methods, contingency table analysis, t-tests, F-tests, analysis of variance,

correlation, multiple regression, path analysis, and factor analysis. Emphasis is on the interpretation of statistical data. The SPSS statistical package is used throughout the course. A knowledge of statistics at the level of Sc 200 will be assumed. John B. Williamson

**Sc 710 Advanced Research Methods (F; 3)**

An overview of the alternative approaches available to the social researcher. Among those considered are: survey research, intensive interviewing, observational field research, experimental research, historical analysis, content analysis, aggregate data analysis, comparative research methods, and evaluation research.

John B. Williamson

**Sc 714 (As 724) Graduate Core Colloquium: An Introduction to The Literature of American Studies (F; 3)**

See American Studies section for description.

**Sc 715 Proseminar: Sociological Theory I (F; 3)**

An examination of European philosophical and intellectual traditions forming the general theoretical perspectives of modern sociology; of contemporary theoretical schools including symbolic interactionism, functionalism, and Marxism; the development of cultural theory.

Severyn T. Bruyn  
Seymour Leventman

**Sc 715 Proseminar: Sociological Theory II (S; 3)**

Severyn T. Bruyn  
Seymour Leventman

**Sc 718 Seminar in Symbolic Interaction (S; 3)**

Students will collectively read and discuss selected works of writers working broadly within a symbolic interactionist frame of reference. Attention will be given to the development of symbolic interactionist thought especially, but the general concern of the seminar throughout will be on "conceptions of interaction and forms of sociological explanation." Among writers to be discussed might be included: Blumer, Garfinkel, Goffman, Mead, Weber, etc.

David A. Korp

**Sc 722 Advanced Criminology and Penology (S; 3)**

Designed for students who have had prior courses in criminology and penology and who may have supplemented their studies with work in the field, the course will consist of papers presented by students. The topics to be discussed will be decided by the class at the first meeting of the course. Benedict S. Alper

**Sc 725 Theory and Research in Criminology (S; 3)**

An in-depth examination of major theoretical perspectives and current research trends in the study of crime and its control. Particular attention to the debates surrounding the utility of "social reaction" and "conflict" models of criminal justice and to the relationships between crime and crime control in a capitalist society.

Stephen J. Pfohl

**Sc 726 White Collar Crime (S; 3)**

An examination of the crimes of government, business, politics, and the military. Students will present papers for discussion. A modified case approach will be based on such cases as the "Salad Oil Scandal," the Vesco affair, the PX scandal, Watergate, etc.

Fronk Parker, S.J.

**Sc 734 Population, Ecology and the Third World (F; 3)**

A consideration of the growth, composition, and distribution of human population, over time and space. Although emphasis will be on recent trends and differentials in the U.S., considerable attention will be given to broad historical trends, and a perspective of how population influences social structure, and how social structure in turn affects population. Sharlene J. Hesse

**Sc 777 Community (S; 3)**

The course will examine current theoretical approaches to the subject of community and will attempt to develop new frameworks for community analysis that can be used in general sociological theory, community research, and in the development and application of social policy. Martin D. Lowenthal

**Sc 780 Seminar on Durkheim (S; 3) Theodore Steeman, O.F.M.**

**Sc 798 Research Seminar on the Sociology of Aging (S; 3)**

The goal is to provide an opportunity to carry out an individual or



## 220 / Description of Courses

### THEOLOGY

group research project on aging. Students will have the option of developing projects of their own or of working on a project proposed by the instructor. The seminar will be open to qualified undergraduates with the consent of the instructor. Prior background in social research methodology will be assumed. *John B. Williamson*

#### **Sc 799 Reading and Research (F, S; 3)**

By arrangement *The Department*

#### **Sc 801 Thesis Seminar (F, S; 3, 3)**

By arrangement *The Department*

#### **Sc 802 Thesis Direction (F, S; 0, 0)**

A non-credit course for those who have received six credits for Thesis Seminar but who have not finished their thesis. This course must be registered for and the continuation fee paid each semester until the thesis is completed.

By arrangement *The Department*

#### **Sc 900 Teaching Apprenticeship (F, S; 3)**

By arrangement *The Department*

#### **Sc 901 Research Apprenticeship (F, S; 3)**

By arrangement *The Department*

#### **Sc 902 Seminar in the Teaching of Sociology (F; 3)**

By arrangement *Michael A. Molec*

#### **Sc 990 (As 990) Graduate Core Seminar (S; 3)**

See American Studies section for description.

#### **Sc 998 Doctoral Comprehensive**

For students who have not yet passed the Doctoral Comprehensive but prefer not to assume the status of a non-matriculating student for the one or two semesters used for preparation for the comprehensive. The registration fee of \$5.00 plus the activity fee are the only payments required. The course title will not appear on the student's academic record nor will any credit be granted.

#### **Sc 999 Doctoral Continuation**

All students who have been admitted to candidacy for the Ph.D. degree are required to register, and pay the fee, for doctoral continuation during each semester of their candidacy. This registration entitles them to the use of the university facilities (library, etc.) and to the privilege of auditing informally (without record in the graduate office) courses which they and their advisors deem helpful. Tuition must be paid for courses formally audited or taken for credit.

## Theology (Th)

#### **Th 001 Introductory Biblical Hebrew (F, S; 3)**

This course will be devoted to the acquisition of the fundamentals of Biblical Hebrew grammar and a working vocabulary.

*Jeremiah Donovan, S.J.*

#### **Th 009 Fundamentals of Judaism (F; 3)**

A survey of the basic principles of religion and their expression in Judaism, and an examination of Jewish religious ideas as expressed in literature set within its historical context.

*Albert Goldstein*

#### **Th 010 Introduction to Jewish Theology (F, S; 3)**

An interpretation and critical evaluation of selected writings from the Jewish theologians on such topics as God, Creation, Man, Revelation, Prophecy, Free Will, Messiah, etc.

*Irving Levey*

#### **Th 020 The Old Testament Then and Now (S; 3)**

An examination of Israel's history, institutions and faith, with special emphasis on their meaning for today.

*Rev. Philip King*

#### **Th 021 Introduction to the Old Testament (F, S; 3)**

The history, literature, and religion of ancient Israel. The growth and development of the Old Testament literature will be viewed against its historical and cultural context. The course will also introduce students to methodological principles used in scholarly investigation of the biblical text.

*Cheryl Exum*

#### **Th 023 History of the Jewish People (F, S; 3)**

A survey of the history of the Jewish People, focusing on critical

periods and issues in social and religious life. This course will examine the growth and development of Jewish Theology, effects on Judaism of interrelationships between the Church and the Jews, the contacts between Judaism and Islam, and the struggle within the Jewish Community between secular and religious authority.

*Dovid Neimon*

#### **Th 028 Historical Geography of the Bible (F; 3)**

This course will survey the Lands of the Bible and trace the historical events recorded in terms of their geographic context. Beginning with a survey of the biblical lands in their historical and geographic setting, the course will deal with the anthropology of the region in the light of biblical references to the peoples of the area, and relate the literature to the findings of archaeology in the region.

*Dovid Neimon*

#### **Th 031 The Bible and Archaeology (S; 3)**

This course will examine the methods and findings of archaeology in the Land of Israel and in other Lands of the Bible. The discoveries and contributions of archaeology to a better understanding of the Bible as a historical source will become apparent in the course of the examination. Students will learn how scholars correlate archaeological findings with the transmitted texts of ancient literatures, and will discover the remarkable power of tradition in the preservation of folk memory.

*Dovid Neimon*

#### **Th 040 Hellenistic Judaism (S; 3)**

This course will trace the development of Hellenistic Civilization from the time of Alexander the Great (c. 330 B.C.) until the Bar-Kokhba rebellion (135 C.E. - 135 A.D.), highlighting the influence of Greek civilization on the transformations that took place in the ancient centers of western civilization namely, Babylonia, Phoenicia, Egypt and Israel. The major emphasis in the course will be on the changes that were effected in Judaism and in the life of the Jewish People and the land of Israel as a result of the impact of Greek civilization. Intimations of the origins of Christianity within Hellenistic Judaism will be examined.

*David Neimon*

#### **Th 045 Introduction to Theology: Church and Sacrament (F, S; 3)**

Several new understandings of the Church, developed by both Protestant and Catholic theologians, have profoundly altered the Church's self-image. This change has, in turn, led to new theological understandings of the sacraments. The course will explore, from this background, different ways of relating to the Church and its sacraments.

*Edward Collohon, S.J.*

#### **Th 050 Introduction to the New Testament (F, S; 3)**

This course introduces the student to the cultural, historical and religious milieu in which early Christianity emerged and developed during the first century. Each New Testament work is examined in light of its situation in the early Church which led to its writing. The student is introduced to the methods used by modern biblical scholarship in understanding the "setting" of early Christian literature. Graeco-Roman history, culture and religion are studied insofar as they are presupposed in New Testament writings.

*Mory C. Boys, S.N.J.M.*

*Anthony Soldorini*

#### **Th 053 Johannine Christianity (S; 3)**

This course investigates the principal theological ideas and themes of the Gospel of St. John with a focus on the Fourth Evangelist's distinctive portrait of Christ. Some attention is also paid to the more important questions of Johannine introduction in the light of present day research.

*J. Fronk Devine, S.J.*

#### **Th 074 Theology of the Life of Jesus**

A study of the theological significance of the person, work and life of the person of Jesus of Nazareth. The course will examine the origins of this theology as found in the books of the New Testament, trace its development in the Church's tradition and study current trends among contemporary Christian theologians.

*William V. Dych, S.J.*

#### **Th 080 God and Revelation (F, S; 3)**

The basic predicate of Christianity is that God has made Himself known to man in a way which man could never himself attain. This course will consider the possibility of his revelation, its form, its summit in Jesus Christ. It will then consider special questions such as revelation in the Church, Scripture and Tradition, and the nature of Theology.

*Potrick J. Ryon, S.J.*



**Th 083-084 Explorations in Social Ethics (F, S; 6, 6)**

This course is a twelve credit, two semester course, fulfilling the core requirement in both Theology and Philosophy. The aim of the course is to familiarize the student with the main philosophical and theological traditions in ethical thought in Western culture, as these traditions develop in social, economic and cultural history, and as they now can be drawn upon and further developed to deal with the social problems of the current world situation. *Liso Sowle Cohill*  
*Theodore M. Steemon, O.F.M.*

**Th 085 Faith, Reason and Revelation (F, S; 3)**

This course will study the questions that face the seekers and the doubters of the present age. Initial seminars and discussions will determine the direction and stress. Motivation, intelligibility and growth in a living act of faith will be studied. The personal aspect of faith as it looks at revelation will conclude the course.

*David F. Corroll, S.J.*

**Th 088-089 Person and Social Responsibility (F, S; 6, 6)**

This is a two-semester, twelve-credit course that fulfills all the core requirements in philosophy and theology. The course requirements include both ongoing involvement in one of the field projects available through the Pulse Program, as well as participation in a correlated class. The course will focus on problems of social injustice, and the possibilities of surmounting those injustices. The field projects will put students directly in contact with people experiencing the consequences of one or another form of social injustice. The classes will attempt to take a deeper look into these, especially with regard to their origins in the lives of individuals and society. Drawing on the works, both contemporary and traditional, of philosophical and religious figures, the classes will engage students in asking the basic moral questions "What is Justice?" "What is Happiness?" and "What kind of society do we live in?"

*The Department*

**Th 090 Perspectives on Western Culture I, II (F, S; 6, 6)**

This is a special two-semester, twelve-credit course that fulfills all the core requirements in philosophy and theology. The course will introduce the students into their philosophical and religious heritage through a study of the writings of the major thinkers who have formed our cultural traditions. The purpose of the course is to encourage students to discover the sources of those values that have formed their lives as well as to develop a critical and creative perspective toward themselves and their future.

*Robert J. Doly, S.J.*  
*Ernest L. Fortin, A.A.*  
*Fred Lowrence*  
*Mory Rokow*  
*Anthony Soldorini*

**Th 098 Black Theology in America I (F; 3)**

A survey of the major Black theologians and Black religious practices in America with emphasis on ritual and ceremony.

*William McCloin*

**Th 102 Contemporary Black Theology (S; 3)**

This course is designed to survey the thought of the major contemporary black theologians such as James Cone, DeOtis Roberts, Albert Cleaje, etc. Attention will be given to the background of contemporary black theology and the influence of the civil rights and the black power movements.

*William McCloin*

**Th 119 Dissent and Community in the Early Church (F, S; 3)**

The early Christians as a dissenting group; the nature of early Christian community, and the emergence of its radical ethic into a hostile world. Relation of the early community to state and society, and significance for modern social issues. Documents of the early community will be read in translation.

*Morgoret Schotkin*

**Th 121 Theological Perspectives on Human Community (F; 3)**

The course will construct an understanding of the principles and bases of community life through a theological, scriptural and philosophical investigation. This understanding will then be applied to the various types of community — family, neighborhood, church, nation — which the student encounters in PULSE field work.

*Richard Keeley*

**Th 122 A Theology of Human Responsibility (S; 3)**

The human situation can be described in terms of the intersection

and interrelation of a complex of responsibilities: to self, family, friends, God, government, etc. It is the intent of this course to bring the resources of Christian theological and ethical thought to bear on the question: what does it mean to live responsibly today?

*Richard Keeley*

**Th 135-136 Christian Life and Thought in Europe, 1500-Present (F, S; 3, 3)**

Prerequisite: Core requirement in History must be completed or be taken in same semester.

Historical study of Protestant and Catholic communities in Europe from the Reformation of the 16th century up to the present. Politics. Theologies. Art forms. Debates. Life and Worship.

*James Hennesey, S.J.*

**Th 140 Reality, Theology and Ethics — Bonhoeffer (F, S; 3)**

This course will introduce the thought of Dietrich Bonhoeffer (1906-1945) by means of the study of his life and times, and selected readings from his works. Deeply influenced by the universality of the twentieth century, Bonhoeffer, who was a Lutheran pastor executed for complicity in a plot to assassinate Hitler, is the principal theologian and ethicist of "reality." Ethical reflection will be the focus of the course.

*Edward S. Stanton, S.J.*

**Th 145 The Religious History of Modern Catholicism (F, S; 3)**

The course will detail the way in which modern Catholicism (1789-present) has functioned as a religion, i.e., the way it has attempted to deal with human meaning, limitations, guilt and death, the changing political and social institutions of the modern age, and the changed intellectual climate. Woven around the major events and persons of modern Catholic history will be a consideration of its liturgy as ritual, its devotions, prayers and hymns, spiritualities, art and architecture.

*Thomos Wongler*

**Th 148 The Theology of Eastern Orthodox Christianity (S; 3)**

A systematic study of the eastern Christian perspectives on issues of Christian doctrine: Revelation, the Trinity, Creation, Anthropology, Salvation, the Church, Sacraments, the Last Things, Theosis. Historical and conceptual approach.

*Rev. Stanley Horokos*

**Th 150 The Christian Community: A History (F; 3)**

Life, structure and worship in the Christian community as it developed from 1st century Jewish sect to 20th century worldwide church. Study of twelve key events.

*James Hennesey, S.J.*

**Th 154 Eastern Orthodox Christianity (F; 3)**

An introduction to Eastern Orthodox Christianity, including a historical survey, perspectives in Eastern Orthodox Theology, worship practices, monasticism and spirituality, as well as the ethical perspectives of Eastern Orthodox Christianity.

*Rev. Stanley Horokos*

**Th 156-157 (Hs 269-270) European Christian Thought (F, S; 3, 3)**

A two-semester survey of the development of Christian Thought with special emphasis on such major figures as Origen, Augustine, Aquinas, Occam, Luther, Calvin, Edwards, Schleiermacher, The Niebuhrs, C.S. Lewis.

*John R. Willis, S.J.*

**Th 161 (Hs 548) Religion in America (F, S; 3)**

The background and basic beliefs of the major Protestant denominations, and the rise of the Catholic Church in the U.S.A. Outside speakers discuss their specialties (e.g. Mormons, Christian Science, Adventists, Jehovah's Witnesses, Pentecostals.)

*John R. Willis, S.J.*

**Th 166 (Sl 215) Eastern Mythologies (F; 3)**

The analysis of myths and the religious structures of Ancient Egypt, Mesopotamia, Iran, India (Brahmanic, Buddhist, and Hindu traditions). South East Asia, and the three major Far Eastern mythologies of China, Japan, and Tibet.

The course examines basic and universal concepts in the mythological source materials such as the creation of the universe, the creation of man, the deluge, the structure of the universe, the dying and resurrected god, and the cultural hero. The course also presents theoretical considerations for the study of mythology as a scientific pursuit: the interrelation of myths, religion, and ritual practice; the role of myth in the history of mankind and the influence of myth on our consciousness today; myths in the Orient and myths in the West; the symbolic code; different contemporary methods for the exegesis of myths.

*Eleno Semeko-Ponkrotovo*



## 222 / Description of Courses

### THEOLOGY

#### **Th 169 The Scientific Study of Religion (S; 3)**

This course will examine the methods and results of the various social sciences in their approach to the study of religion. The ancient religions of the Egyptians, Babylonians, Israelites and early Christians, as well as modern Christianity and the American civil religion, will be examined.

Thomos Wongler

#### **Th 170 The Mystery of the Church (F, S; 3)**

This course will investigate: the Church's teaching about her own nature as found in the documents of Vatican II; the Church in the New Testament; the relationship of the Church today to the Kingdom preached by Jesus Christ. The secular meaning of the Gospel and the secular mission of the Church and a survey of contemporary theology on the mission of the Church will also be studied.

Rev. John Toomey

#### **Th 171 Freedom to be Free (F, S; 3)**

Towards a theology of personal freedom. Because of some Church structures, community and family tensions, peer pressures and inner compulsions many people are deprived of that personal and social liberty which Christ bequeathed to his followers. Such topics as freedom in love, in friendship, in service, freedom through the Cross, poverty as freedom and the dialogue of freedom will be studied and discussed.

Edword S. Stonton, S.J.

#### **Th 172 The Four Gospels (F; 3)**

The aim of this course is to introduce the student to the scholarly and critical study of the Gospels. Making use of Source, Form and Redaction Criticism, the course concerns itself with the origin and formation of the Gospel tradition. It then goes on to consider the purpose, audience, structure and main literary and theological characteristics of the individual Evangelists.

J. Fronk Devine, S.J.

#### **Th 172 The Four Gospels (F; 3)**

A study of the concept of "gospel" and its relation to the gospels of Mark, Matthew, Luke and John. The unique approach of each of the four evangelists to the person of Jesus as an historical figure and Son of God will be studied, with special emphasis on theme and theological symbol.

Poul A. Messer, S.J.

#### **Th 180 Theologies of Love (F, S; 3)**

The aim of this course is to gain a deeper understanding and appreciation of the mystery of love from a study of classic works on the subject. Along with the Bible, an analysis will be made of the writings of some outstanding theologians, philosophers and psychologists.

John McCorthy, S.J.

#### **Th 182 (Sl 224) Mythology and Religion in India (S; 3)**

A survey of major periods and schools of Indian religion from the middle of the second millenium B.C. down to the present day: Vedic religion, Brahmanism, Buddhism, Jainism, and the two major developments of Hinduism (Vishnuism and Shivaism).

The course approaches the subject matter from several aspects: roots and historical development; dogmatics; philosophy; monastic life; rituals and religious ceremonies; symbolism in religious art and its interpretation; the influence of the religion on social institutions (most notably, the caste system).

Questions of religious philosophy, mythology, ritual, and cosmological-cosmographical notions are discussed on the basis of broad typological comparisons with some Asian, African, and native American religious systems.

Eleno Semeko-Ponkrotovo

#### **Th 185 Theology of Marriage (F, S; 3)**

This course will seek to examine the meaning of marriage in Catholic Theology and to investigate the relevance of the theological data for contemporary man in view of recent sociological and psychological factors. The nature of human love and special problems of sexual morality will be considered.

Patrick J. Ryon, S.J.

#### **Th 185 Theology of Marriage (F; 3)**

The socio-sexual development of the individual is investigated with special emphasis on the psychological and religious factors influencing that development. The man-woman, husband-wife, parent-child relationship is surveyed in the light of selected biblical and theological evidence ranging from Genesis to Vatican II. The religious view of marriage as a holy and sacramental state is contrasted with competing sexual life-styles. Conscience problems regarding contemporary sexual morality such as contraception, abortion, and divorce will be surveyed.

Edword Collohon, S.J.

#### **Th 186 Contemporary Christian Marriage (S; 3)**

An intermediate-level (level one elective) presentation of the Theology of Marriage. Presupposes completion of the core.

Edward Collohon, S.J.

#### **Th 198 (Sl 221) The Language of Liturgy (S; 3)**

The application of structural linguistic techniques to an analysis of liturgical form both in the poetic-religious context of the language of worship and in the broader semiotically based systems of non-verbal symbolism (music, gesture, vestments and appointments). Some original research is required.

Michael J. Connolly

#### **Th 199 Contemporary Christian Worship (F; 3)**

The course studies worship as an essential human act, the relationship of culture and cult, the use of symbol and ritual to interpret reality and to integrate life. Traditional and contemporary forms of Christian liturgy are explored. Field trips and short films are used.

Rev. Joseph T. Nolon

#### **Th 202 Theology of the Divine Presence (F, S; 3)**

The study of specific modes of God's natural, supernatural and ministerial presence in the reality of the created universe and in the souls of individuals who make their total response in faith in their personal encounter with God. Classical and modern spiritual writers will be consulted concerning "the exercise of the presence of God."

Miles Foy, S.J.

#### **Th 203 Christianity as a Humanism (F; 3)**

This course will consist of a reading of Shakespeare's *Midsummer Night's Dream*, King Lear and Coriolanus, Virginia Woolf's *The Waves*, Dostoevski's *Grand Inquisitor*, Camus' *The Plague*, and a number of Eliot's smaller poems, against the background of some of the writings of the New Testament and some of the major doctrines of the Christian faith. The point of the course is: to emphasize that Christianity is not primarily an intellectual pursuit of a coherent theory about the universe, but a particular way of dealing with, and doing justice to, some basic human concerns.

Frons Jozef von Beeck, S.J.

#### **Th 211 Theology of Christ (F, S; 3)**

Biblical, historical and Conciliar sources define the reality of the person and mission of Jesus Christ in the historical facts of the Incarnation and total Christ-Event. The subordinate, but efficacious, role of Mary in man's redemption, a subject of prominent ecumenical discussion, will also be included.

Miles Foy, S.J.

#### **Th 212 The Church in the World (S; 3)**

To be a Christian is to be a member of a community who recognize Christ as Lord. What does it mean to be a member of such a community? How should that community go about being in the world? These are the basic questions this course will address.

Rev. Thomos Groome

#### **Th 213-214 Foundations of Catholic Theology (F, S; 3)**

The overall Catholic heritage as well as specific exegetical, dogmatic, historical, speculative, and ecumenical questions will be considered in the light of Vatican II.

Horvey Egon, S.J.

#### **Th 222 Imagining Gods and Humans (F; 3)**

Reflections on Mircea Eliade's *Conclusions in the History of Religions*, especially his sense of the dialectic of the sacred/profane, and the role imagination plays in the creation of any spirituality. There will be frequent slide lectures to illustrate the material. Class discussions will form an essential part of the course.

Francis P. Sullivan, S.J.

#### **Th 223 Poetry and Belief (S; 3)**

A study of theological insight in contemporary culture as derived from poetry itself and acts of poetic imagination: e.g., Elie Wiesel and the refashioning of God, David Jones and the God of folklore, Anne Sexton and the God of Futility, Ted Hughes and The Manichaean God, Loren Eiseley and the God of Evolution, Wilder and the God of Imagination. The theological act of cognition will be studied in its old and new image bedding. Reference will be made frequently to biblical imagery.

Francis P. Sullivan, S.J.

#### **Th 229 Classics of Christian Mysticism (F, S; 3)**

A study of Christian mysticism from the fourth century to modern times, as expressed in the Confessions (Augustine), Mystical Theol-



ogy (Dionysius), *The Mind's Road to God* (Bonaventure), *The Cloud of Unknowing* (Anon.), *The Book of Her Life* (Teresa of Avila), and *The Spiritual Canticle* (John of the Cross). A basic course in the spiritual life. Denys A. Gonthier, A.A.

**Th 232 Devout Humanism (F; 3)**

A consideration of the attempt to preserve the sense of innocent human nature in the fallen human nature disputes of the Reformation period and its baroque sequel. The conflicting images will be presented by considering theologies, mysticisms and aesthetic stands. Francis P. Sullivan, S.J.

**Th 234 The Resurrection: Myth or Reality (F, S; 3)**

A study of the words and works of Jesus, with special attention to the death and resurrection. The Bible is the only text, and no previous knowledge of the Bible is required. John Howard, S.J.

**Th 243 Dying, Death, Transformation: Its Literature, Symbols and Myths (S; 3)**

This course takes the cliché, "life is a dying process," seriously. It explores physical dying/death as well as the many little deaths like breaking up with a loved one that underscore our lives. It looks at the desire for an afterlife and at the startling data of Dr. Kübler-Ross regarding life after death. Claire Lowery, R.S.C.J.

**Th 248, 250 Perspectives on War, Aggression and Conflict Resolution I, II (F, S; 3, 3)**

Rein Uritom et al.

**Th 251 Introduction to Feminist Ethics I (F, S; 3)**

An introduction to the themes treated in *Feminist Ethics I and II* (Th 553/554). Mory Doly

**Th 257 Introduction to Medical Ethics (S; 3)**

This course will focus on the meaning of "the sanctity of human life." Specific topics will be murder and suicide as classical right-to-life issues; abortion; euthanasia; definitions of death, and defective newborns; genetic control; informed consent to experimentation and therapy; and fetal research. Each topic will be approached within the context of Christian faith and theology, although a plurality of resolutions of each will be discussed. Liso Sowle Cohill

**Th 262 Women and Religion (F; 3)**

A survey course dealing with 1) a critique of the images of Women in the Jewish and Christian traditions and 2) an exploration of the Feminine in Jungian psychology as related to religious experience. Themes of particular interest include: psychological and cultural implications — images of Women in Old and New Testament — the influence of history on the role of woman. Cloire Lowery, R.S.C.J.

**Th 272 The Nature, Dignity and Destiny of Man (F, S; 3)**

Some structures of belief and non-belief; structures of Catholic behavior and belief. Felix Tolbot, S.J.

**Th 276 Theological Issues in the Contemporary World (S; 3)**

This course sets out to explore the cultural lag that has developed between present-day culture and the sensibility that goes with it, and conventional Christianity. The demise of ecclesiastical structures, the harmony of the universe, and the Word of God in the Bible as the traditional loci of the experience of God in faith is then dealt with. The course then goes on to explore the various ways in which Schleiermacher, Bultmann, Tillich, Barth, Brunner, and Bonhoeffer dealt with the vacuum caused by the demise of conventional Christianity. Finally, it will be attempted to arrive at some conclusions about the possibilities of belief-cum-intellectual-integrity in a secularized world; in this context the notions of faith, dogma, spirit, church, and humanness will reemerge in a radically new way. Frons Jozef von Beeck, S.J.

**Th 279 Human Freedom and Christian Theology (F; 3)**

The quest for freedom is one of the most pervasive movements of our era. Among Christians actively involved in the struggles for liberation there has emerged an awareness that the Christian faith tradition is itself a call to freedom and must be used to empower their struggles. This course explores the relationship between the quest for freedom and Christian theology. Rev. Thomas Groome

**Th 280 Theological Ethics and Moral Development (F, S; 3)**

The questions asked in this course are the questions of ethics. We will begin with the question which is most basic to any moral deci-

sion: "What ought I to do?" Once we have analyzed this question and uncovered some of the issues surrounding it, we will move on to ask: "What criteria, principles, models or values do we turn to for guidance in answering this personal moral question?" A further query is: "How is my answer to the personal moral question conditioned or determined by what I have become and am as a person?" These questions, which are intrinsic to ethical inquiry, will be posed from a theological perspective. James Holpin, S.J.

**Th 283 Christianity and Political Ethics (F, S; 3)**

This course is an introduction to the basic principles of Christian ethics and their implications for political life. It examines the nature of the ethical life in the light of classical philosophy and Christian theology, and makes comparisons with certain modern political thinkers. Special emphasis will be given to the different conceptions of justice. John Kirby

**Th 284 Introduction to Catholic Theological Ethics (F, S; 3)**

The course seeks to introduce students to the discipline of theological ethics in both its classical and contemporary forms. It explores the nature and method of theological ethics, the nature of the human person in reference to human acts, the objective and subjective norms of Catholic morality, and the human person's deviations from these norms. Rev. James A. O'Donoghoe

**Th 292 (Sc 160) Sociological Study of Religion (F, S; 3)**

An analysis of religion as a social phenomenon. The major topics covered are: the functional definition of religion, the social articulation of religion, in an historical — evolutionary perspective, the problem of religious institutionalization, religion in modern society. The course is geared to the formulation of concepts and sociological insights that may be helpful to the understanding of present-day religious situations. Theodore M. Steemon, O.F.M.

**Th 299 Readings and Research — Level I (F, S; 3)**

Some professors make time available for projects which are not covered by present course offerings. The student is responsible for gaining the consent of the professor for such a program; and such programs are limited in number. The Department

**Th 303 Genesis: A Jewish Interpretation (F; 3)**

A seminar examining the primary book of the Bible for its literary composition, historical roots, moral and theological implications. Albert Goldstein

**Th 309 Narrative Literature of the Old Testament (F; 3)**

A survey of types of narrative in the OT and an investigation of Hebrew narrative style and literary technique. Particular attention will be given to the relationship between form and meaning in the sagas about Jacob in Genesis 27-35, the Samson saga in Judges 13-16, and the Succession Narrative or Court History of David in 2 Samuel 9-20, 1 Kings 1 and 2. Cheryl Exum

**Th 318 The Search for Wisdom in Ancient Israel (S; 3)**

A study of the books of Job and Ecclesiastes and the various ways in which they deal with, if they do not solve, problems such as innocent suffering, divine justice, and the meaning (or meaninglessness) of existence. Some attention will be given to ancient Near Eastern parallels as well as to the wisdom movement in Israel in general. Cheryl Exum

**Th 321 Book of Genesis as Theology and as Literature (S; 3)**

The book of Genesis is a masterpiece of literature and a rich source of theology; at the same time it is relevant literature. This course will provide an overview of the book of Genesis and will concentrate on some key passages in an effort to appreciate their literary value and to extract their theological richness. A knowledge of Hebrew is not required, but it would enhance the course. A background in Old Testament is presupposed; this is not a beginner's course. Rev. Philip King

**Th 323 Resurrection and Afterlife in the Bible (S; 3)**

The origin of the concept of resurrection in the late Old Testament and its varied development in later Jewish writings and in the New Testament will be investigated. Comparisons with other religious traditions and adaptation of these ideas to contemporary experience will be explored. Anthony Soldorini



**Th 361 New Testament Theology (S; 3)**

Prerequisite: A previous introduction to the methods of N.T. scholarship or consent of the instructor.

An introduction to the theological problems and methods that have influenced the development of New Testament Theology is followed by detailed treatment of three approaches to New Testament Theology in the work of J. Jeremias, R. Bultmann, and J. Fitzmyer. This course introduces the student to the types of theological approach and theological problems found in the New Testament.

Offered 1979-80

PHEME PERKINS

**Th 377 Religious Themes in Gerard Manley Hopkins (S; 3)**

Requiring no previous familiarity with the poetry of this famous Jesuit convert-priest, "one of the great religious poets of all times," this course presents for discussion his theologically-based religious themes from the majesty of God to the earthly glory given by the creatural world. Influences of theologians and mystics like Duns Scotus and Ignatius of Loyola will be noted.

MILES FOY, S.J.

**Th 378 (Cl 375) New Testament (S; 3)**

Prerequisite: One year of either Classical or Biblical Greek.

Reading, in Greek, of the Gospels and Epistles of the New Testament. Text: *The Greek New Testament* (K. Aland, ed.), Stuttgart.

JOHN HOWARD, S.J.

**Th 389 The Parables of Jesus**

Prerequisite: Previous introduction to the methods of New Testament scholarship or consent of the instructor.

Survey of recent developments in the historical and literary critical study of the parables of Jesus, which is primarily concerned with the historical background to the parables and the literary structure of the parables of Jesus. The course centers on detailed analysis of the parables of Jesus preserved in the synoptic gospels and the Gospel of Thomas. It asks after the earliest form and meaning of the individual stories and the later treatment of them by the gospel writers.

Offered 1979-80

PHEME PERKINS

**Th 399 Scholar's Project (F, S; 3)**

(See above "Scholar of the College".)

THE DEPARTMENT

**Th 418 The Moral and Political Theology of Augustine and Thomas Aquinas (F; 3)**

A study of the writings of St. Augustine and St. Thomas Aquinas on ethics and society. Their interpretation of the Christian life as reflected in their conceptions of virtue, law, political rule and the relationship of Christianity to paganism. Their agreements and disagreements with classical philosophy.

JOHN KIRBY

**Th 422 The Jesuit Order: Its History and Spirituality (F; 3)**

The Jesuit Order from 1534 to the present. Motivation and style. Successes and failures. Individual and corporate contributions.

JAMES HENNESEY, S.J.

**Th 425-426 The Greek Fathers (F, S; 3, 3)**

History of the literary genres of Greek patristic literature, and selected reading from outstanding authors, with attention to rhetorical style and technique as well as social and intellectual context.

MORGORET SCHOTKIN

**Th 429 The Mysticism and Theology of St. John of the Cross (F; 3)**

A theological analysis of the major works, the minor works, and the poetry of St. John of the Cross, with special emphasis upon the distinguishing features of his Christian, apophatic mysticism.

HORVEY EGON, S.J.

**Th 436 Dynamics of Faith and Identity (S; 3)**

Exploration in the psychology of personality, its formation and transformation, through religious experience and participation in communities of faith. Building upon research and theory in faith development, and drawing upon case studies, attention is given to implications for education, counseling, spiritual direction, and family life.

This is a weekend seminar held on three weekends during the months of February, March, and April: February 23-24; March 30-31; April 20-21, on Fridays from 4 to 9 p.m. and on Saturdays from 10 a.m. to 4 p.m.

JAMES W. FOWLER, III

**Th 441 Catholic Political and Social Movements in 19th Century (F; 3)**

The focus of this course will be on European Catholic social and political movements. The course will be concerned with the two major developments of the nineteenth century: the movement toward democracy arising out of the French Revolution; and the social conditions consequent upon the "Great Discontinuity" of the Industrial Revolution. It will examine the doctrinal resources available to Catholics to meet these challenges and will explore the factors which made their application difficult.

REV. JOSEPH MOODY

**Th 446 Dante and Christianity (S; 3)**

Analysis of Dante's view of Christianity and its relation to civil society. Investigation of new approaches to the study of the *Divine Comedy* and the basic problems that it raises. Of interest also to students in Political Science.

ERNEST L. FORTIN, A.A.

**Th 451 Roman Catholic Modernism of Early 20th Century in Europe and America (S; 3)**

Investigation of, and readings in, selected thinkers involved in the movement.

JAMES HENNESEY, S.J.

**Th 466 History of the Faith of American Catholicism (F; 3)**

This course will trace the history of American Catholicism from John Carroll to the present with special emphasis on the history of the faith of American Catholicism. Attempts will be made to determine the conceptions of God that have been formulated by the American Catholic tradition, its religious imagination, prayers, hymns, and rituals.

THOMAS WONGLER

**Th 470 Mission of the Church in Recent Theology (F; 3)**

An investigation of two central questions in contemporary Christian theology: the secular meaning of the Gospel, and the secular mission of the Church.

REV. RICHARD MCBRIEN

**Th 480 Sacramental Theology (S; 3)**

Six approaches to a general theology of sacraments: christological, ecclesiological, Word-theology, ecumenical, anthropological, and secular-ethical. After this, the course will concentrate on Baptism and Ministry, with emphasis on the questions of justification and the status of the ecumenical discussion on the significance of the ordained ministry in the Church.

Offered 1979-80

FRONS JOZEF VON BEECK, S.J.

**Th 490 Contemporary American Spirituality (S; 3)**

An investigation of main trends in contemporary American Spirituality with major emphasis on the writings of Thomas Merton. Special attention will be given to the existing tension between prayer (contemplation) and action.

CHARLES HEOLEY, S.J.

**Th 491 Seminar in Christology (F; 3)**

It was not till sometime in the eighteenth century that the question about the theology of the Person of Jesus Christ was raised in a way substantially different from the way the tradition had spoken. Hence, this seminar starts with classical Christology, which reached its peak at the Council of Chalcedon, and led to the standard (neo-chalcedonian) Christologies of the medieval period. Then the focus will shift to the Christologies of the New Testament, in preparation of a treatment of the problem of the historical Jesus and the Christ of faith. Finally, soteriology — with an appropriate critique of the satisfaction-model — and some modern issues, such as the Virgin Birth and the meaning of the sinlessness of Jesus, will be explored.

FRONS JOZEF VON BEECK, S.J.

**Th 494 Seminar on Liturgical Worship (F; 3)**

A study of continuity and contemporary forms for authentic Christian worship: Word and sacrament. Catholic and Protestant liturgical renewal will be examined and future models discussed. Special emphasis given to the recovery of symbol (Eliade, Weakland, Mary Douglas, Fawcett); cultural dialogue (Panikkar, Micks, Killinger, Ong); linguistics and communication (McLuhan, John Kirby, James White, M.G. Grendal); and a genuine pluralism which allows for both transcendent and dynamic elements in worship. For leaders of worship who seek a fresh understanding of the signs and symbols of Christian faith.

REV. JOSEPH T. NOLON

**Th 501 The Kingdom of God and the Political Order (S; 3)**

The concept of the "Kingdom of God" in its socio-political dimension: the meaning of community, justice, the good society, etc. Designed to complement Th 470 — Mission of the Church in Recent



Theology — but not necessarily to presuppose it, and to meet the needs both of Theology graduate students (and possibly advanced majors) and also of political science students and philosophy students interested in political philosophy and/or social ethics.

Rev. Richard McBrien

**Th 510 On the Trinity (F; 3)**

An introduction for those who have wondered about God as Three in One: a schematic outline, in lecture format, of the historical development of the trinitarian doctrine with discussion of a possibly relevant systematic understanding of it (the psychological analogy). Required readings from J. N. D. Kelly, *Early Christian Creeds*; B. Lonergan, *Verbum, Word and Idea in Aquinas*, K. Rahner, *The Trinity*.

Offered 1979-80

Frederick Lowrence

**Th 514 Theology of Karl Rahner (S; 3)**

Selected readings from the writings of Karl Rahner, with special emphasis upon the philosophical underpinnings of his theology, his notion of God, the Trinity, symbol, etc.

Horvey Egon, S.J.

**Th 515 Soteriological Models and Atonement Theories (S; 3)**

A study, first, of the way in which some major Old Testament models, esp. Passover, sin-offering, Suffering Servant, and Akedah (sacrifice of Isaac) influenced the Christian concept of Christ as savior; and secondly, of the way in which this religious concept, under the influence of varying historico-cultural as well as religious pressures, has, in the life of the Church, found expression in a variety of atonement theories.

Robert J. Doly, S.J.

**Th 529 Nietzsche and Christianity (F; 3)**

Origin and nature of contemporary existential thought as seen through Nietzsche's principal works (*Zarathustra*, *Beyond Good and Evil*, *Genealogy of Morals*, *Twilight of the Idols*, *The Anti-christ*). The new atheism and the notion of post-Christianity. Particular emphasis on the relation of Christianity to modern thought. This course is also of interest to students in Political Science.

Ernest L. Fortin, A.A.

**Th 534 Theological Foundations of Religious Education (S; 3)**

This course is a reflection on the nature of the theological enterprise and its relationship to theories of Religious Education. Special attention will be given to the implications of doctrinal presuppositions for religious education, especially presuppositions concerning God, Christ, Church, and faith. Process/Empirical theology will be examined in depth as a case study in the effect of theological assumptions on choice of theory and practice in Religious Education.

Podroic O'Hore

**Th 539 Religious Education and Contemporary Biblical Scholarship (S; 3)**

An exploration of the role of the Bible in religious education with particular focus on the implications of historical-critical study. Course will include (1) the development, meaning, and significance of the historical-critical method; (2) its implications and limitations in religious education; and (3) possibilities for integrated program design.

Mory C. Boys, S.N.J.M.

**Th 553 Feminist Ethics I (F; 3)**

Analysis of the emerging feminist ethos as distinct from "feminine" morality defined by sexually hierarchical society. Examination of the unholy trinity: rape, genocide, and war. The problem of overcoming the unholy sacrifice of women through individual and participatory self-actualization. Redefining "power" and "politics" by living on the boundary of patriarchal institutions.

Mory Doly

**Th 554 Feminist Ethics II (S; 3)**

The course will reflect upon and be part of the process of transvaluating values in women's consciousness and action. It will consider specific problems in relation to the sexual politics of religion, education and the media, medicine, psychiatry, and law. May be taken separately from Th 553.

Mory Doly

**Th 560 Protestant and Catholic Ethics (F; 3)**

A comparative study of method and conclusions in Christian theological ethics through major representatives of the Protestant and Catholic traditions (e.g., Augustine, Aquinas, Luther, Calvin, Barth, papal encyclicals, Monden, Reinhold Niebuhr, Curran, Fletcher). Focal concerns will be whether human persons know the good to be done through common human experience, through the Scriptural

account of the revelation of God's will in Jesus Christ, or both; and whether it is possible to derive stable norms for conduct from experience and/or from revelation. Concrete illustrative problems (e.g., just war, marriage) will be discussed in the light of characteristic Protestant and Catholic theological presuppositions.

Lisa Sowle Cahill

**Th 562 Christianity and Modern Ethical Theories (S; 3)**

The rise of modern ethical theory and the secularization of Christian ethics in Immanuel Kant's *Religion Within the Limits of Reason Alone* and Ludwig Feuerbach's *The Essence of Christianity*. The critical reaction of Karl Barth and the bearing of these problems on contemporary moral Theology.

John Kirby

**Th 564 Mythic Patterns of Patriarchy I (F; 3)**

An analysis of male-originated religious myths and symbols which overtly and subliminally affect belief and behavior in society. Consideration of the transition from goddess to god worship in antiquity and the social construction of reality it engendered. The course begins with a study of materials concerning pre-Christian mythology (e.g., David, Graves, Harrison, Eliade) moves into Christian sources (e.g., the biblical literature, Aquinas the *Molleus Moleficorum*, and Tillich), and concludes with an analysis of some post-Christian extensions of patriarchal myth (e.g., in the professions and in technology.)

Mory Daly

**Th 565 Mythic Patterns of Patriarchy II (S; 3)**

A study of mythic Goddess-murder (e.g., the Babylonian creation myth) and societal re-enactments of such myths in ritual atrocities of pretechnological societies and professions of American Technocracy. Focus on the mythic and theological archetypes and the "sacred canopies" of legitimation which generated and continue to justify such atrocities as Indian suttee, Chinese footbinding, African initiation rites, European witchburning, and abuses in modern American medicine and psychiatry.

Mory Doly

**Th 567 Christian Perspectives on Medical Ethics (S; 3)**

A course dealing with several problems of medical ethics which center on the meaning of "the sanctity of human life." These will include murder and suicide as classical right-to-life issues; abortion; euthanasia, definitions of death, and defective newborns; genetic control; informed consent to experimentation and therapy; and fetal research. Each topic will be approached from within the context of Christian faith and theology. The ways in which Christian premises influence concrete ethical decision-making will be explored through an examination of both classical and contemporary expressions of theological ethics.

Lisa Sowle Cahill

**Th 569 Moral Problems in Modern Medicine (F; 3)**

The purpose of this course will be to acquaint pre-medical students with the moral and philosophical problems engendered in medicine; to provide a forum to discuss these problems; to provide a context that will help to define and resolve these and future problems that may be encountered professionally. Seminar-type sessions will be based on relevant articles from the general medical literature, with an occasional guest moderator having expertise in the area under discussion. Topics to be discussed will include: population; confidentiality; chemical and biological warfare; transplantation, etc. This course will be team-taught with Dr. Eugene LaForet, M.D.

Thomas P. O'Molley, S.J.

**Th 599 Seminar for Theology Majors (S; 3)**

By focusing upon the mystery of the bodily resurrection of Jesus Christ, the various aspects of theological methodology will be examined, both theoretically as well as practically.

William Dych, S.J.

**Th 602-603 Special Projects in Religious Education as Service (F, S; 3)**

Project design and implementation in an occupational context. Open only to candidates in the Religious Education Institute. By arrangement

Rev. Thomas Groome

**Th 620 (Sc 660) Sociology of Religion (F; 3)**

An analysis of religion as a social phenomenon. The major topics covered are: the functional definition of religion, the social articulation of religion, in an historical-evolutionary perspective, the problem of religious institutionalization, religion in modern society. The course is geared to the formulation of concepts and sociological



## THEOLOGY

insights that may be helpful to the understanding of present-day sociology of religion.  
Theodore Steemon, O.F.M.

**Th 626 Political Theology (F; 3)**

Recent work of Moltmann, Metz, and Latin Americans examined in the light of more fundamental work by Gadamer, Voegelin, Strauss, Lonergan.  
Frederick Lowrence

**Th 690 Seminar: Religious Language (S; 3)**

A seminar on the philosophical, linguistic, and theological problems connected with religious language, especially in its Christian variety. The following topics will be explored: the logical status of religious language, the operation of mythical language, and the characteristics of ontological, liturgical, ecclesiastical, and "secular" religious language. Other topics are: concepts vs. names; visual and oral-aural metaphors; faith as seeing and faith as hearing; comprehension vs. understanding; Buber's God-talk; models and mysteries; the function of rhetoric, etc.  
Frons Jozef von Beeck, S.J.

**Th 697 Majors Thesis (F, S; 6, 6)****Th 699 Readings and Research Level Three (F, S; 3, 3)**

Some professors make time available for projects which are not covered by present course offerings. The student is responsible for gaining the consent of the professor for such a program, and such programs are limited in number.  
The Department

**Th 701-702 Directed Research in Religious Education (F, S; 3, 3)**

Readings, research and/or project implementation, under direction. Open only to candidates in the Religious Education Institute.  
Rev. Thomas Groome

**Th 704 The History of Christian Education (S; 3)**

From the Didache of the first century through Jungmann of more recent times, a critical reflection on the history of education within the Church. Emphasis on the consideration of primary sources and a dialectical approach to the Church's educational past posing the question: what can be affirmed, what must be denied, what do we need to move beyond?  
Rev. Thomas Groome

**Th 801 Systematic Theology: Method and Content (S; 3)**

The nature and method of Christian systematic theology, including a comparative study of the major systems (e.g. Aquinas, Schleiermacher, Barth, Tillich, et al.) One half of the course is devoted to a study of John Macquarrie's *Principles of Christian Theology*, with emphasis on the interconnectedness of the various Christian doctrines.  
Rev. Richard McBrien

**Th 822 (Sc 780) Seminar on Durkheim as Sociologist and Ethicist (S; 3)**

This seminar will explore Durkheim's basic conceptions of society, religion and ethics. A reading knowledge of French is desirable but not required.  
Theodore M. Steemon, O.F.M.

**Th 824 (Sc 780) Seminar on Parsons (F; 3)**

At the hand of a selection of Parsons' writings, an explanation of his basic concept of society, style of theorizing, major theoretical resources, theory of social evaluation and social change, and his way of dealing with practical social problems — designed to acquaint the student with the thought of a major social theorist and to lead to an understanding assessment of the importance and/or limitations of this type of high-level sociological theory for the analysis of social problem situations.  
Offered 1979-80 Theodore M. Steemon, O.F.M.

**Th 855 Seminar: Theological Thought in the Early American Catholic Church (S; 3)**

Investigation of, and reports on, representative American Catholic theologians: John Carroll. Anthony Kohlmann. Francis Patrick Kenrick. Fathers of Vatican Council I. Americanists. Modernists.  
James Hennesey, S.J.

**Th 860 Macroeconomics and the Dialectic of History (S; 3)**

Innovation in nature, history, economics. From the class concept of capital and the bookkeeping concept of profit to the appropriate macroeconomic concepts. The normative implications of the expanding economy; the divergence of actuality from them. Political philosophy and the longer cycle of decline.  
Bernard J. F. Lonergan, S.J.

**Th 876 Studies in Theological Development (F; 3)**

First, a detailed study of the dialectic that moved Christian thought from its early Palestinian expressions to the definition of Nicea. Secondly, contemporary pressures for change from Psychology, Philosophy, History; a distinction between religious and theological issues; a clarification of the term, Person.  
Bernard J. F. Lonergan, S.J.

**Th 899 Readings and Research, Graduate (F, S; 3, 3)**

Some professors make time available for projects which are not covered by present course offerings. The student is responsible for gaining the consent of the professor for such a program and such programs are limited in number.  
The Department

**Th 953 Seminar: the Rhetoric of Christology (S; 3)**

Prerequisite: Familiarity with classical and modern christological issues.

A close reading of a lengthy manuscript just finished by the instructor. Christology viewed as a process of incorporating human concerns into the Christian act of faith; the statements are the precipitates of this process. Among the authors discussed are Tillich, John A.T. Robinson, Schoonenberg, Bonhoeffer, Pannenberg, and Schleiermacher. The seminar has proved to be a good exercise in systematic theology, extending also into other areas of doctrine.  
Offered 1979-80 Frons Jozef von Beeck, S.J.

**Th 980 M.A. Methods Seminar (F; 3)**

Designed to prepare students to work in the various fields of Theology, this course will concentrate on the concepts of revelation, faith, scripture and tradition, and will treat the methods and bibliographic sources in the fields. Required for all M.A. students; open with department approval to select theology majors.  
William V. Dych, S.J.

**Th 983-984 Advanced Graduate Colloquium I, II (F, S; 3, 3)**

This seminar is open only to students in the Joint Doctoral Program who have completed Th 990-991.  
Ernest L. Fortin, A.A.

**Th 990-991 Graduate Research Colloquium I, II (F, S; 3, 3)**

Introduction for first year doctoral students into the fields, bibliographical resources, hermeneutics and general methods of the disciplines of Theology.  
Robert J. Doly, S.J.

**Th 999 Doctoral Continuation**

All students who have been admitted to candidacy for the Ph.D. degree are required to register and pay the fee for doctoral continuation during each semester of their candidacy. This registration entitles them to use of university facilities (library, etc.) and to the privilege of auditing informally (without record in the graduate office) courses which they and their advisors deem helpful. Tuition must be paid for courses formally audited or taken for credit.  
The Department

## Religious Education

**Ed 538 Education for Social Justice (F; 3)**

This course will examine selected educational, theological, philosophical and political questions which clarify the use of general and religious education as vehicles of social justice. Areas of consideration include the Church's theological self understanding, selected issues in the history of Christian ethics, the ethical realism of Reinhold Niebuhr, the social teachings of the Catholic Church and transformational and rational approaches to pedagogy as these effect education for social justice.  
Podroic O'Hore

**Ed 539 Christian Education for the Kingdom: A Praxis Approach (F; 3)**

A foundational course in Christian education. The purpose of Christian education is to sponsor people in the living of a Christian lifestyle that is liberating/humanizing for both educatees and society. This position is used to evaluate current educational theories and methods. A praxis approach is explained and demonstrated as one possible way of promoting the faith and freedom purpose.  
Rev. Thomas Groome

**Ed 630 Religious Education and Contemporary Biblical Scholarship (S; 3)**

An exploration of the role of the Bible in religious education with particular focus on the implications of historical-critical study.



Course will include (1) the development, meaning, and significance of the historical-critical method; (2) its implications and limitations in religious education; and (3) possibilities for integrated program design.  
Mory C. Boys, S.N.J.M.

**Ed 635 The History of Christian Education (S; 3)**

From the *Didoche* of the first century through Jungmann of more recent times, a critical reflection on the history of education within the Church. Emphasis on the consideration of primary sources and a dialectical approach to the Church's educational past posing the question: what can be affirmed, what must be denied, what do we need to move beyond?  
Rev. Thomas Groome

**Ed 730 Theological Foundations of Religious Education (S; 3)**

This course is a reflection on the nature of the theological enterprise and its relationship to theories of Religious Education. Special attention will be given to the implications of doctrinal presuppositions for religious education, especially presuppositions concerning God, Christ, Church, and faith. Process/Empirical theology will be examined in depth as a case study in the effect of theological assumptions on choice of theory and practice in Religious Education.  
Podroic O'Hore

**Ed 734 Psychology of Learning and Religious Education (F; 3)**

This course will have both theoretical and practical aspects. Current psychological theories of learning and development will be examined in light of their applicability to religious education. The cognitive and learning theories of Piaget, Bruner, Bandura, Springthall, Skinner and others will be explored and discussed as well as theories of motivation, socialization and emotional maturity.  
Morgoret Gormon, R.S.C.J.

**Ed 735 Traditions of Religion and Education (F; 3)**

A systematic inquiry into the relationship of religion and education that (1) examines the interdisciplinary nature of religious education; (2) develops appropriate teaching strategies, and (3) explores models of collaborative structures. Includes analysis of selected twentieth century theories; Coe, Elliott, Nelson, Lynn, Westerhoff, Jungmann, Hofinger, VanCaster, Babin, Sloyan-Moran, Lee as a means of attending to the fundamental question, "What is Religious Education?"  
Mory C. Boys, S.N.J.M.

**Ed 836 The Theologian as Teacher (S; 3)**

What shape does "education for 'critical faith' " take in the concrete? This course is designed for graduate students in theology, religious education and pastoral ministry who see teaching as an integral part of their careers and who wish to deepen their theoretical and practical foundations as teachers. Includes: (1) Teaching strategies; (2) Organizing content into "teachable" units; (3) Video-tape feedback; supervision; (4) Grading; (5) Teacher/student relationships.

Course will attend to theoretical and practical dimensions: philosophical/theological reflection and actual laboratory experience.

Mory C. Boys, S.N.J.M.

Rev. Thomas Groome

## Weekend Courses in Religious Education

**Ed 737 Religious Education Toward Adulthood (S; 3)**

A study of the 20th century adult education movement and its limitations. Contrasting ideals of adulthood and their influence on education, religion and family. Forms of adult learning and data on adult development. Implications for church organization and church educational programs.  
Gobriel Moron

**Ed 930 Dynamics of Faith and Identity (S; 3)**

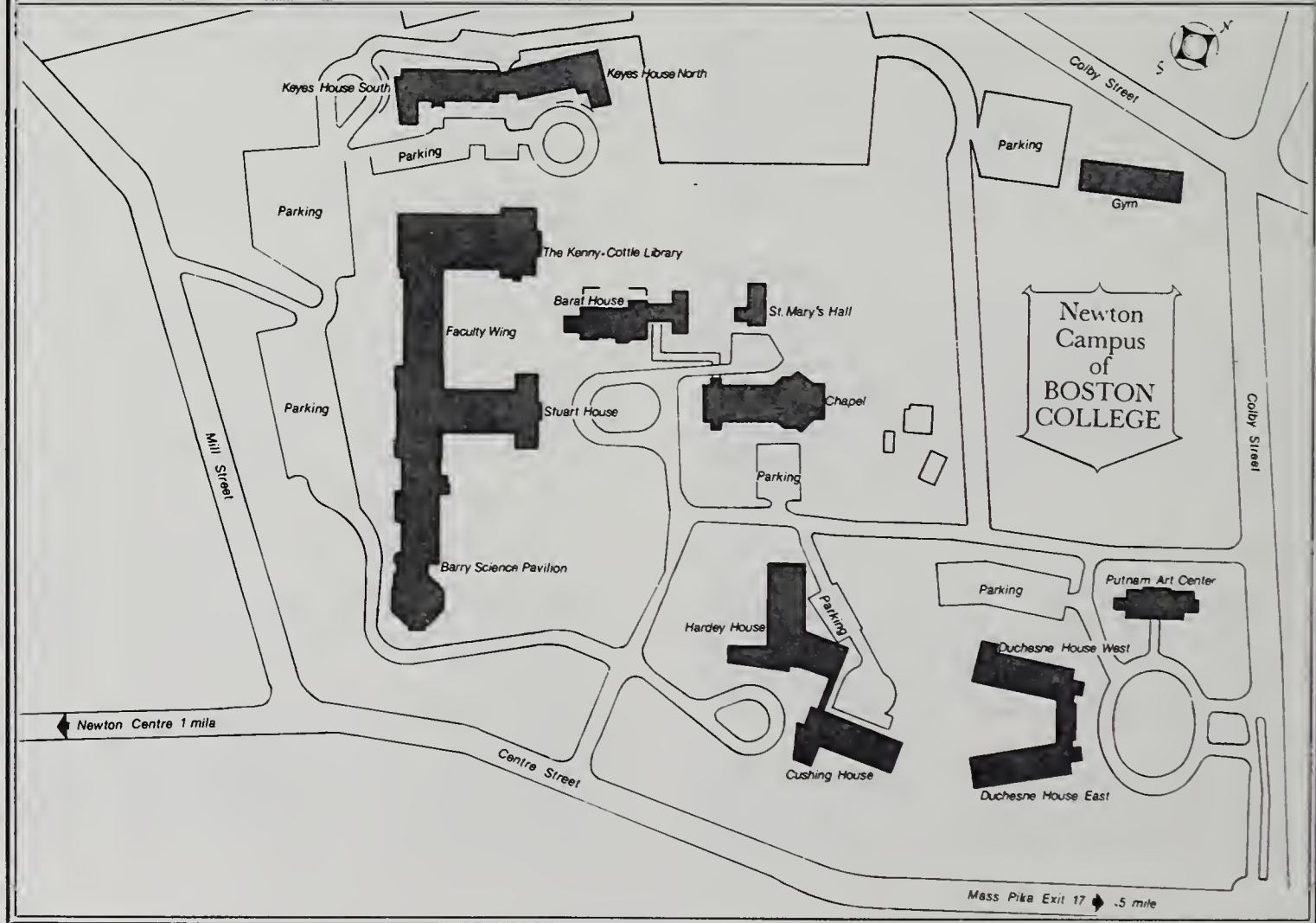
Exploration in the psychology of personality, its formation and transformation, through religious experience and participation in communities of faith. Building upon research and theory in faith development, and drawing upon case studies, attention is given to implications for education, counseling, spiritual direction, and family life.  
James W. Fowler III

**Th 640 The Liturgical Celebration of Sacraments (F; 3)**

Each of the Christian sacraments has a specific focus upon a distinct religious experience. What religious events of faith are celebrated by the sacraments, and what are the riches of the Christian liturgical tradition that can assist that celebration in our own day?

John Gollen, S.J.







# Directory and Office Locations

<b>Accounting Department</b>			
Frederick Zappala, <i>Chairman</i>	Fulton	100	
<b>Administrative Sciences Department</b>			
Walter Klein, <i>Chairman</i>	Fulton	213	
<b>Admissions</b>			
Undergraduate: James Scannell, <i>Director</i>	Lyons	120	
Graduate: Department Chairpersons			
<b>Arts and Sciences</b>			
Thomas O'Malley, S.J., <i>Dean</i>	Gasson	103	
John Harrison, <i>Associate Dean</i>	Gasson	105	
Marie McHugh, <i>Assistant Dean</i>	Gasson	105	
Henry McMahon, <i>Associate Dean</i>	Gasson	105	
<b>Biology Department</b>			
Donald Plocke, S.J., <i>Chairman</i>	Higgins	321	
<b>Center for East Europe, Russia and Asia</b>			
Thomas J. Blakeley, <i>Director</i>	Carney	201	
<b>Chemistry Department</b>			
Jeong-Long Lin, <i>Chairman</i>	Devlin	223B	
<b>Classical Studies Department</b>			
Eugene Bushala, <i>Chairman</i>	Carney	155	
<b>Computer Sciences Department</b>			
Peter Olivieri, <i>Chairman</i>	Fulton	406	
<b>Counselor Education and Counseling</b>			
<b>Psychology Program</b>			
William Cottle, <i>Director</i>	McGuinn	314	
<b>Counselors</b>			
Sandra Crump	Gasson	117	
John Hennessey	Gasson	117	
Weston Jenks	Gasson	117	
Christine Merkle	Fulton	201	
Anne Pulsifer	Cushing	103	
Barry Reister	Fulton	205	
David Smith	Gasson	117	
Wendy Sobel	Campion	301	
Eugene Taylor	Campion	301	
<b>Curriculum and Instruction Program</b>			
George Ladd, <i>Director</i>	Campion	219	
<b>Coordinators:</b>			
Elementary, Lillian Buckley	Campion	307	
Media Specialist, Fred Pula	Campion	10	
Reading Specialist, John Savage	Campion	312	
Science Education, George Ladd	Campion	219	
Secondary Education, Edward Smith	Campion	115	
<b>Dean of Admissions, Records and Financial Aid</b>			
John Maguire, <i>Dean</i>	Lyons	106	
<b>Economics Department</b>			
Richard W. Tresch, <i>Chairman</i>	Carney	132	
<b>Education</b>			
Lester Przewlocki, <i>Dean</i>	Campion	100	
Mary Griffin, <i>Graduate Associate Dean</i>	Campion	103	
Raymond Martin, <i>Undergraduate Associate Dean</i>	Campion	104B	
<b>Educational Administration and Supervision Program</b>			
William Griffin, <i>Director</i>	McGuinn	604	
<b>Educational Psychology Program</b>			
John Dacey, <i>Director</i>	Campion	213	
<b>Educational Research, Measurement and Evaluation Program</b>			
John Jensen, <i>Director</i>	Campion	319	
<b>English Department</b>			
Robert Reiter, <i>Chairman</i>	Carney	442	
<b>Evening College</b>			
James Woods, S.J., <i>Dean</i>	Fulton	317	
<b>Finance Department</b>			
Walter Greaney, <i>Chairman</i>	Fulton	310	
<b>Financial Aid</b>			
Stephen Collins, <i>Director</i>	Lyons	210	
<b>Fine Arts Department</b>			
Marianne W. Martin, <i>Chairwoman</i>	Barry	215	
<b>General Management Program</b>			
John Lewis, <i>Director</i>	Fulton	215	
<b>Geology and Geophysics Department</b>			
George Brown, <i>Chairman</i>	Devlin	209	
<b>Germanic Studies Department</b>			
Christopher Eykman, <i>Chairman</i>	Carney	325	
<b>Graduate Arts and Sciences</b>			
Donald White, <i>Dean</i>	McGuinn	221	
George Fuir, S.J., <i>Associate Dean</i>	McGuinn	221	
<b>Higher Education Program</b>			
Michael Anello, <i>Director</i>	Campion	214	
<b>History Department</b>			
Andrew Buni, <i>Chairman</i>	Carney	115	
<b>History and Philosophy of Education Program</b>			
Edward Power, <i>Director</i>	Campion	313	
<b>Honors Programs</b>			
Arts and Sciences: Albert Folkard	Gasson	7	
Education: Associate Dean Raymond Martin	Campion	104B	
Management: Ronald Pawliczek	Fulton	100	
<b>Housing</b>			
Richard Collins, <i>Director</i>	Hillside	C	
<b>Law School</b>			
Richard Huber, <i>Dean</i>	Newton Campus		
<b>Law Department</b>			
William Hickey, <i>Chairman</i>	Fulton	403	
<b>Library Reference Department</b>			
Jan Boyce, <i>Chief Reference Librarian</i>	Bapst		
<b>Management</b>			
John Neuhauser, <i>Acting Dean</i>	Fulton	405	
Justin Cronin, <i>Undergraduate Associate Dean</i>	Fulton	314	
<b>Marketing Department</b>			
Michael P. Peters, <i>Chairman</i>	Fulton	303	
<b>Mathematics Department</b>			
Rose R. Carroll, <i>Chairwoman</i>	Carney	317	
<b>Music Program</b>			
Olga Stone, <i>Director</i>	Newton Campus		
<b>Nursing</b>			
Mary Dineen, <i>Dean</i>	Cushing	203	
Laurel Eisenhauer, <i>Undergraduate Chairwoman</i>	Cushing	220	
Carol Smith, <i>Graduate Chairwoman</i>	Cushing	218	
<b>Organizational Studies Program</b>			
Edgar Huse, <i>Director</i>	Fulton	217	
<b>Philosophy Department</b>			
Joseph Flanagan, S.J., <i>Chairman</i>	Carney	272	
<b>Physics Department</b>			
Robert Carovillano, <i>Chairman</i>	Higgins	355	
<b>Political Science Department</b>			
David Manwaring, <i>Chairman</i>	McGuinn	200	
<b>Programs for Women</b>			
Margaret Dever, <i>Director</i>	Newton Campus		
<b>Psychology Department</b>			
Ali Banuazizi, <i>Chairman</i>	McGuinn	349	
<b>Religious Education Program</b>			
Richard McBrien, <i>Director</i>	Lyons	215	
<b>Romance Languages and Literatures Department</b>			
Betty Rahv, <i>Chairwoman</i>	Carney	334	
<b>Slavic and Eastern Languages Department</b>			
Michael Connolly, <i>Chairman</i>	Carney	236	
<b>Social Work Graduate School</b>			
June Hopps, <i>Dean</i>	McGuinn	132	
<b>Sociology Department</b>			
Lynda Holmstrom, <i>Chairwoman</i>	McGuinn	416	
<b>Special Education and Rehabilitation Program</b>			
John Eichorn, <i>Director</i>	McGuinn	B15	
<b>Speech Communication and Theatre Department</b>			
John Lawton, <i>Chairman</i>	McGuinn	500	
<b>Student Accounts and Loans</b>			
Michael Driscoll, <i>Director</i>	More	302	
Frank Hartin, <i>Credit Administrator</i>	More	302	
Joyce King, <i>Loan Supervisor</i>	More	302	
Gail Beauregard, <i>Accounts Supervisor</i>	More	302	



<b>Summer Session</b>		<b>University Registrar</b>	
George Fuir, S.J., Deon		William Griffith, Registrar	Lyons 101
<b>Theology Department</b>		Elizabeth Strain, Service Coordinator	Lyons 101
Robert Daly, S.J., Chairman		<b>University Chaplain</b>	
	McGuinn 401	Robert Braunreuther, S.J.,	McElroy 215
	Carney 404		

# Academic Calendar 1978-79

## FIRST SEMESTER

September	1	Friday	Evening College students register.
September	3	Sunday	Orientation program for freshmen and transfer students begins.
September	5	Tuesday	Registration for undergraduate transfers, readmits, and failure-to-register in April students.
September	6	Wednesday	Last date for those registered to withdraw or to obtain a leave of absence with full tuition credit.
September	7	Thursday	Classes begin for undergraduates, graduates, and School of Social Work. Beginning of one and one half week period for undergraduate change of major and courses.
September	8	Friday	Faculty Convocation.
September	13-15	Wednesday-Friday	Confirmation of first semester registration for all day undergraduates and law students. School of Social Work students register for first semester.
September	18-19	Monday-Tuesday	Registration for graduate students in the School of Management and in the Graduate School of Arts and Sciences.
September	29	Friday	No late registration or confirmation of registration after this date.
October	9	Monday	Columbus Day - no classes.
October	23	Monday	Last date for C.A.E.S. and Master's degree candidates in the Graduate School of Arts and Sciences to file application in their department for December comprehensive examinations.
October	30	Monday	Second Semester registration material available.
November	14	Tuesday	Undergraduate second semester registration materials should be returned to the University Registrar's office.
November	22	Wednesday	Thanksgiving holidays begin at noon.
November	27	Monday	Classes resume. All candidates for C.A.E.S., M.A., M.S., M.A.T., M.S.T., M.Ed., or Ph.D. degrees who plan to graduate in January must file in the University Registrar's Office.
December	11-12	Monday-Tuesday	Study Days - No undergraduate classes.
December	12	Tuesday	Last date for C.A.E.S. and Master's degree candidates in the Graduate School of Arts and Sciences to file application in their department for the February comprehensive examinations.
December	13-19	Wednesday-Tuesday	Examination period. Christmas vacation begins at close of examination period.
December	15	Friday	Last date for turning in signed and approved copies of Master's Theses and Doctoral Dissertations to the University Registrar's office.



## SECOND SEMESTER

January	8	Monday	Evening College students register.
January	15	Monday	Registration for new undergraduate admissions, transfers, readmits and failure-to-register in November students.
January	16	Tuesday	Second Semester classes begin for undergraduates and graduate students.
January	17	Wednesday	Classes begin for the School of Social Work.
January	24-26	Wednesday-Friday	Confirmation of second semester registration for all day undergraduates and law students.
			School of Social Work students register for second semester.
January	29-30	Monday-Tuesday	Registration for graduate students in the School of Management and in the Graduate School of Arts and Sciences.
February	19	Monday	Winter vacation begins.
February	26	Monday	Classes resume.
March	2	Friday	All candidates for C.A.E.S., M.A., M.S., M.A.T., M.S.T., M.Ed., or Ph.D. degrees who plan to graduate in May must file in the University Registrar's office.
March	26	Monday	1979-80 registration material available from the University Registrar. Academic advisement throughout the university.
April	9	Monday	Undergraduate fall registration materials should be returned to the University Registrar's office.
April	11	Wednesday	Easter vacation begins at the close of classes.
April	17	Tuesday	Classes resume.
April	20	Friday	Last day for turning in signed and approved copies of Master's Theses and Doctoral Dissertations to the University Registrar's office.
April	30	Monday	Study Day - No undergraduate classes.
May	1	Tuesday	Study Day - No undergraduate classes.
May	2-8	Wednesday-Tuesday	Examination period.
May	20	Sunday	Baccalaureate ceremony.
May	21	Monday	Commencement.











